STANDARD SIX

TERM - II

VOLUME - 3

HISTORY

CONTENTS

Unit	Titles	Page No.	Month
History			
1.	Vedic Culture in North India and Megalithic Culture in South India	97	October
2.	Great Thinkers and New Faiths	111	November
3.	From Chiefdoms to Empires	126	November & December
Geography			
1.	Resources	143	October
Civics			
1.	National Symbols	159	October
2.	The Constitution of India	172	November
Economics			
1.	Economics-An Introduction	183	November

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Assessment

Unit 1

Vedic Culture in North India and Megalithic Culture in South India

Learning Objectives

- To know the origin and migration of Aryans into India.
- To identify the sources of study relating to the Vedic Age.
- To understand the evolution of political, economic and the religious structures in Rig Vedic and Later Vedic Societies.
- To locate the regions inhabited by both early and later Vedic people.
- To make the differences between early and later Vedic periods.
- To understand the Megalithic/Iron Age culture in Tamil Nadu.

Vedic Age

The first phase of urbanisation in India came to an end with the decline of Indus Civilisation. A new era, called Vedic Age began with the arrival of Aryans.

Vedic Age – It is a period in the History of India between 1500 BC (BCE) – 600 BC (BCE). It gets its name from four 'Vedas'

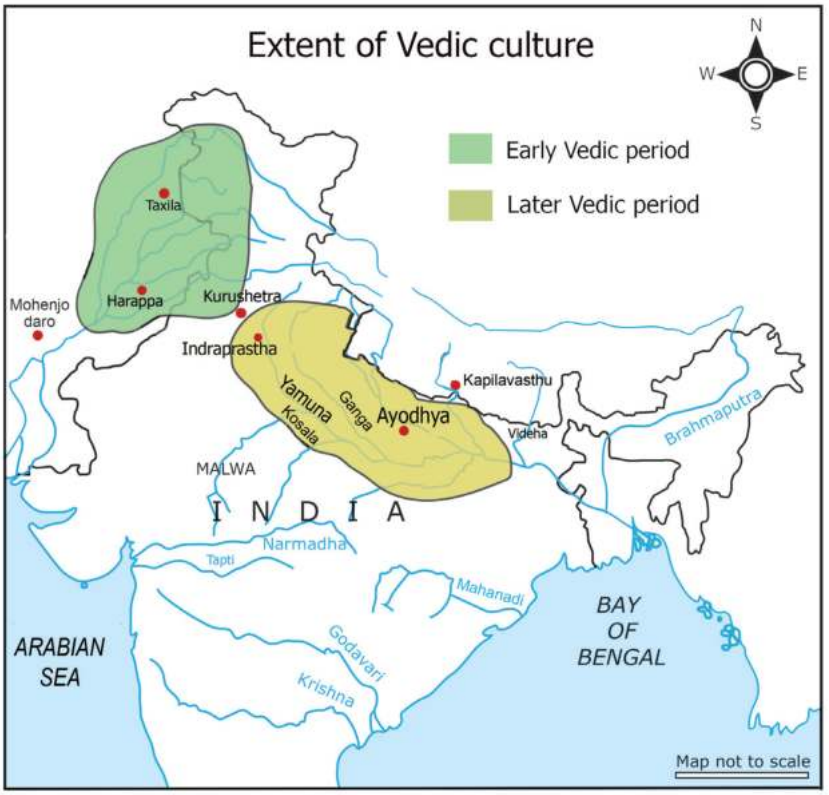
Who were the Aryans?

The Aryans were Indo–Aryan language speaking, semi nomadic pastoralists. They came from Central Asia in several waves of migration through Khyber Pass of Hindu Kush Mountains.

Though cattle rearing was their main occupation, they also practised slash and burn agriculture.

DO YOU KNOW?

Slash and burn agriculture - It is a farming method that involves clearing the land by cutting and burning all the trees and plants on it. Cultivation is done there for a short time and then abandoned. People then move to a new piece of land for cultivation.



Time, Spread and Sources	
Geographical range	North India
Period	Iron Age
Time	1500 BC (BCE) – 600 BC (BCE)
Sources	Vedic Literature
Nature of Civilisation	Rural

Aryans and their Home in India

- Aryans of the Rig Vedic Period were semi-nomadic. They were basically pastoral people with cattle as their main source of wealth.
- In the Rig Vedic times, the Aryan homeland was the Punjab, which was at that time called Sapta Sindhu, the land of seven rivers.
- Around 1000 BC (BCE), Aryans in India moved eastward and settled in Indo-Gangetic Plain.
- Use of iron axes and ploughs became widespread.

DO YOU KNOW?

Four Vedas

1. Rig
2. Yajur
3. Sama
4. Atharva

Sources

Vedic literature

Vedic literature can be classified into two broad categories.

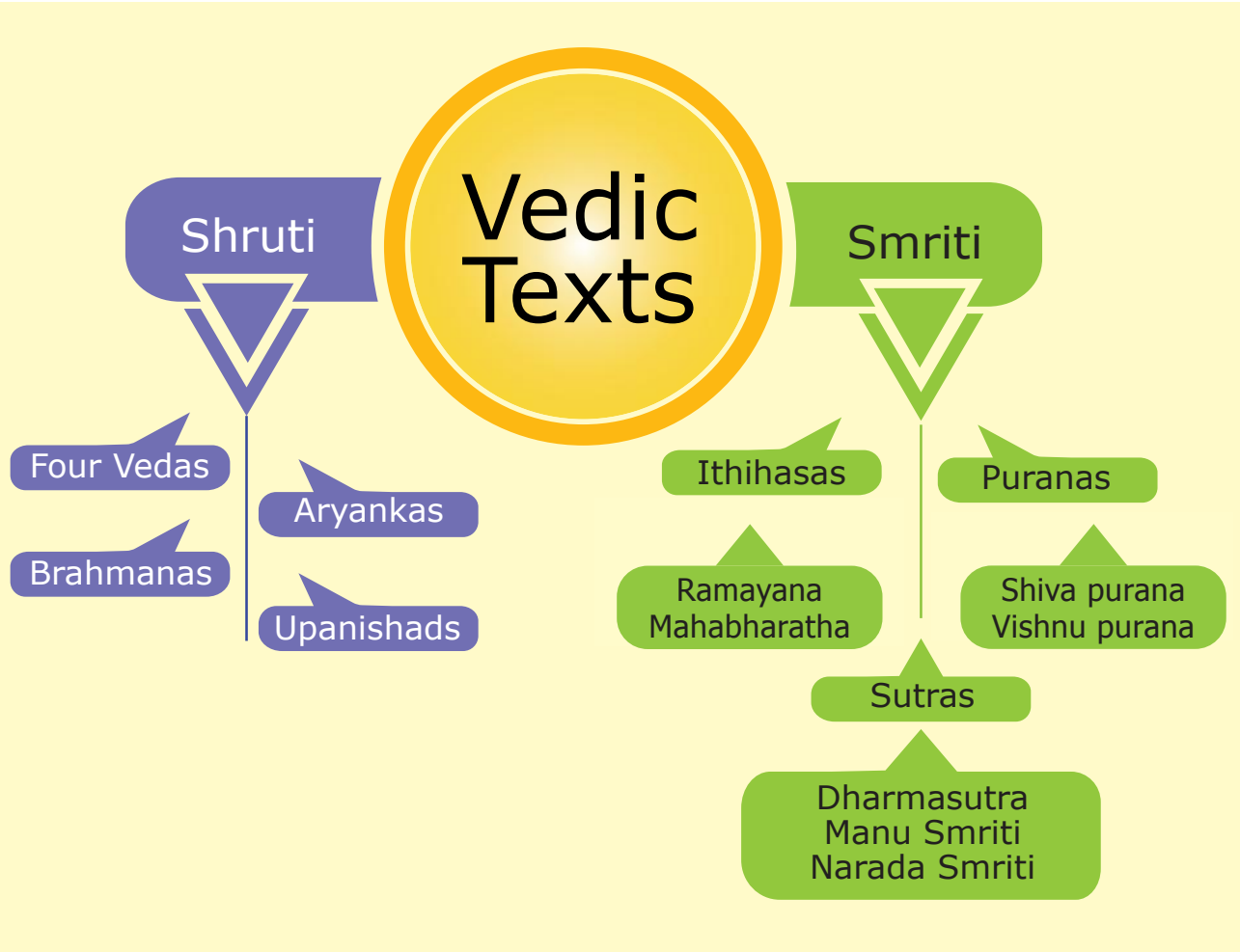
1. **Shrutis -** The Shrutis comprise the four Vedas, the Brahmanas, the Aranyakas and the Upanishads. They are considered sacred, eternal, and an unquestionable truth.

   'Shruti' means listening (or unwritten) ones that were transmitted orally through generations.

2. **Smritis -** A body of texts containing teachings on religion such as

Ithihasas, Puranas, Tantras and Agamas. Smritis are not eternal. They are constantly revised.

'Smriti' means definite and written literature.



DO YOU KNOW?

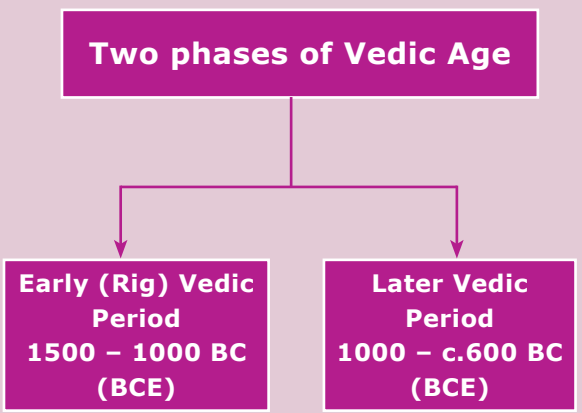
National Motto

"Satyameva Jayate" "(Truth alone triumphs)" is taken from Mundaka Upanishad.

Archaeological Sources

Material remains such as iron implements and pottery from the archaeological sites in Punjab, Uttar Pradesh and Rajasthan along the Indus and the Ganges.

Classification of Vedic Age



Vedic Culture

Polity and Society

The Rig Vedic polity was kinship - based. Kula (clan) was the basic unit of the polity. It was under a head called Kulapati. Several families joined together to form a Grama (village). Grama was headed by Gramani. A group of villages was called Vis (clan) and was headed by Vishayapati. Rajan was the head of the Jana (tribe) and he was addressed as Janasyagopa (guardian of the people). There were several tribal kingdoms (Rashtras) during Rig Vedic period (Bharatas, Matsyas, Puras).

King

The main responsibility of the Rajan was to protect his tribe. His powers were limited by tribal assemblies namely Vidhata, Sabha, Samiti and Gana. Of these Vidhata, (the tribal assembly) was the oldest.

Sabha - a council of elders.
Samiti - assembly of people.

The king appointed a purohit (chief priest) to assist him. In economic, political and military matters, the king was assisted by the Senani (army chief). Gramani was the leader of the village.

When the Aryans moved east ward- into Ganges-Yamuna-Doab regions, the early settlements were replaced by territorial kingdoms. Hereditary kingship began to emerge. In the monarchical form of government, the power of the king increased and he performed various rituals and sacrifices to make his position strong.

Many Janas or Tribes were amalgamated to form Janapadas or Rashtras in later Vedic period. The importance of Samithi and Sabha diminished and the Vidhata completely disappeared. New states emerged. Bali was a voluntary contribution of the people to the King. In the later Vedic period bali was treated as tax and collected regularly. The Kuru and Panchala kingdoms flourished and large cities like Ayodhya, Indraprastha and Mathura also emerged during this period.

Bali - a tax consisting of 1/6 of the agricultural produce or cattle for a person.

Social Organization

The Vedic family was patriarchal. The fair complexioned Aryans distinguished themselves from dark complexioned non-Aryans whom they called Dasyus and Dasas. Within the early Vedic Society there were three divisions (Treyi) ; the general public were called Vis, the warrior class was called Kshatriyas and the Priestly class was named Brahmanas. At a later stage, when the Aryans had to accommodate non-Aryan skilled workers in their social arrangement, a rigid four-fold Varna system was developed, i.e., the priestly Brahmanas, the warrior Kshatriyas, the land owning Vysyas and the skilled workers sudras. Thus a graded social order emerged.

Although the Vedic Age is evidenced by good number of texts, it does not have adequate amount of material evidences.

Status of women

In Rig Vedic society, women relatively enjoyed some freedom. The wife was respected as the mistress of the household. She could perform rituals along with her husband in their house. Child marriage and sati were unknown. There was no bar on the remarriage of widows. Nevertheless, the women were denied right to inherit property from their parents. They played no role in public affairs.

In the later Vedic period the role of women in society, as well as their status, even within the family, declined. Women could no longer perform rituals in the family. The rules of marriage became much more complex and rigid. Polygamy became common. Widow remarriage was not encouraged. Education was denied to women. Intercaste marriages were spurned.

Economic Life

Economy in the Vedic period was sustained by a combination of pastoralism and agriculture. Though occupation of Rig Vedic Aryans was cattle rearing, there were carpenters, chariot makers, potters, smiths, weavers, and leather workers. **Ochre Coloured Pottery (OCP)** was attributed to this period. Horses, cows, goats, sheep, oxen and dogs were domesticated.

When Aryans permanently settled in Sindh and the Punjab regions they began to practise agriculture. The staple crop was yava (barley). There is no mention of wheat or cotton in the Rig-Veda, though both were cultivated by the Indus people. Two crops a year were raised.

In the later Vedic period the Aryans tamed elephants, apart from cow, goat, sheep and horse. In addition to craftsmen of early Vedic period there were also jewellers, dyers and smelters. Pottery of this period was **Painted Grey Ware Culture**.

Use of iron plough and axe helped to put more areas of land under cultivation. Crops of wheat, rice and barley were cultivated. With the growth of agriculture, the idea of private possession of land came into existence. New crafts and arts developed leading to surplus production of commodities for sale.

Trade became extensive. Barter system was prevalent (exchange of goods). They used Nishka, Satmana (gold coins) and Krishnala (silver coins) for business transactions.

DO YOU KNOW?

Metals Known to Rig Vedic People

- Gold (Hiranya)
- Iron (Shyama)
- Copper/ Bronze (Ayas)

Religion

Rig Vedic Aryans worshipped mostly the earthly and celestial gods like Prithvi (Earth), Agni (fire), Vayu (wind), Varuna (rain), Indra (Thunder). There were also

lesser female deities like Aditi (goddess of eternity) and Usha (appearance of dawn). Their religion was Yajna centered. The mode of prayer was recitation of Vedic hymns. People prayed for the welfare of Praja (children) Pasu (cattle) and Dhana (wealth). Cow was considered a sacred animal. There were no temples. Idol worship had not yet come into existence.

Lateron priesthood became a profession and a hereditary one. New gods were perhaps adopted from non-Aryans. Indra and Agni lost their importance. Prajapathi (the creator) Vishnu (the protector) and Rudra (the destroyer) became prominent. Sacrifices and rituals became more elaborate.

Education

Gurukula System of Education

- The gurukula system is an ancient learning method.
- The word Gurukula is a combination of the Sanskrit Word Guru (teacher or master) and Kula (family or home).
- The shishyas resided with their guru and served them and simultaneously learnt and gained knowledge.
- The students received education through oral tradition meaning rote learning, and were required to memorise everything.

- The subjects of the study included the four Vedas, Ithihasas, Puranas, grammar, logic, ethics, astrology, maths and military science.
- The students were also trained to lead a disciplined life.
- Only Dvijas could be Shishyas. No women could have formal education.

Age – based Ashramas

Towards the end of the later Vedic period, the concept of four stages in life (the four ashramas) developed.

- Brahmacharya (Student Life)
- Grihastha (Married Life)
- Vanaprastha (Going to the forest to meditate)
- Sanyasa (Leading a life of an ascetic so as to attain Swarga)

State the Differences between Indus and Vedic Civilisation

CONTEMPORARY CULTURE IN SOUTH INDIA AND TAMIL NADU

The early Vedic culture in northern India coincided with Chalcolithic cultures that prevailed in other parts of the sub-continent. Since, people used copper (chalco) and stone (lithic), it was called Chalcolithic period.

Though Chalcolithic culture of India was contemporary to the mature phase of Harappan culture, they continued to exist even after the decline of the latter.

The later Vedic culture in north India and the Iron Age in south India belong to the same period.

Towards the end of Iron Age, people stepped into what is known as Megalithic Culture (600 BC (BCE) and AD (CE) 100).

Megalithic Period in ancient Tamilakam synchronised with the pre Sangam period. The Black and Red Ware Pottery became the characteristic of the Megalithic period.

MEGALITHIC / IRON AGE IN TAMILNADU

DO YOU KNOW?

The term 'Megalith' is derived from Greek. 'Mega', means great and 'lith' means stone. Using big stone slabs built upon the places of burial is known as Megalith.

Some of the Megalithic / Iron Age Archaeological Sites in Tamil Nadu

Adichanallur - Thoothukudi District

Among the artefacts unearthed were Urns, pottery of various kinds (Red Ware, Black Ware), iron implements, daggers, swords, spears and arrows, some stone beads and a few gold ornaments.

TQO6P

Bronze objects representing domestic animals and wild animals like tiger, antelope and elephant have been unearthed.

The people were skilful in making pottery and in working stone and wood.

Keezhadi – Sivagangai District

The Archaeological Survey of India (ASI) excavated an ancient town dating to Sangam Age in Keezhadi village at Thiruppuvanam taluk. Excavations have produced evidence for brick buildings, and well laid – out drainage system. Tamil – Brahmi inscription on pottery, beads of glass, carnelian and quartz, pearl, gold ornaments and iron objects, shell bangles, ivory dice have been unearthed. In 2017, ASI sent two samples of these for Radio carbon dating to Beta Analytic, Florida, USA. They dated samples as 200 BC (BCE). The Roman artefacts found at the site add to the evidence of ancient Indo -Roman trade relations.

DO YOU KNOW?

Periplus mentions the steel imported to Rome from Peninsular India was subjected to duty in the port of Alexandria.

Porunthal – Dindigul District

Finds – Grave goods, glass beads (in red, white, yellow, blue and green), iron swords, pottery with Tamil Brahmi scripts, pots filled with rice, semi-precious metals such as quartz, carnelian, bangles made of glass and shell.

The discovery of iron sickle, pike, and tip of ploughs provide evidences that they had the practice of rice cultivation in Tamil Nadu. A pot of rice from Porunthal site proves that rice was people's staple food.

Finds at Porunthal

Paiyampalli – Vellore District

Archaeological Finds –Iron artefacts, along with Megalithic Black and Red Ware Pottery have been found.

Evidence for iron smelting has come to light at Paiyampalli. The date of this culture, based on radio carbon dating, is 1000 BC (BCE).

Kodumanal – Erode District

It is identified with the Kodumanam of Pathitrupathu. More than 300 pottery inscriptions in Tamil – Brahmi have been discovered there. Archaeologists have also discovered spindles, whorls (used for making thread from cotton) and pieces of cloth, along with tools, weapons, ornaments, beads, particularly carnelian.

A Menhir found at burial site is assigned to the Megalithic period.

Megalithic Monuments in Tamil Nadu

The people who lived during the last stages of the New Stone Age began to follow the Megalithic system of burial. According to this system, the dead body was placed in a big pot along with burial goods. The Megalithic monuments bear witness to a highly advanced state of civilisation with the knowledge of iron and community living.

Urns - large pottery jars were used for burying the dead.

Pandavan Thittu, Dharmapuri

Dolmens are Megalithic tombs made of two or more upright stones with a single stone lying across the burial site. Megalithic Dolmens have been found in Veeraraghavapuram village, Kanchipuram district, Kummalamaruthupatti, Dindigul district, and in Narasingampatti, Madurai district.

Menhir–In Breton Language 'Men' means "stone" and 'hir', "long." They are monolithic pillars planted vertically into the ground in memory of the dead.

Menhir at Singaripalayam in Tirupur District and at Vembur in Theni District points to the existence of an ancient settlement along the banks of River Uppar. Menhirs are found at Narasingampatti in Madurai district, Kumarikalpalayam and Kodumanal in Erode district.

Pulimankombai 3rd Century BC (BCE)

Hero Stones – A Hero Stone is a memorial stone raised in remembrance of the honourable death of a hero in a battle or those who lost their lives while defending their village from animals or enemies. Hero stones are found at Maanur village near Palani, Dindigul district, Vellalankottai, Tuticorin district, and Pulimankombai, Dindigul district.

Summary

- The Aryans migrated to India around 1500 BC (BCE). The Vedic texts form an important source of this period.
- Rig Vedic polity was kinship-based.
- When the Aryans moved east ward, the early settlements were replaced by their territorial kingdoms.
- Use of iron plough and axe helped more areas of land under cultivation.
- New crafts and arts developed. It paved the way for urbanisation in the Gangetic plain.
- The later Vedic society in North India and the Iron Age society in South India belong to the same period.

GLOSSARY

Eternal	-	existing for ever (நிலையான)
Kinship	-	blood relationship (இரத்த உறவு)
Patriarchal	-	a system of society controlled by men (தந்தை வழிச் சமூகம்)
Deity	-	a god or goddess (தெய்வம்)
Contemporary	-	living or occurring at the same time (சமகாலத்தில்)
Metallurgy	-	the branch of science and technology concerned with the properties of metals and their production (உலோகவியல்)

EXERCISES

I. Choose the Correct answer

1. Aryans first settled in _____ region.

   a. Punjab b. Middle Gangetic
   c. Kashmir d. North east

2. Aryans came from_____.

   a. China b. North Asia
   c. Central Asia d. Europe

3. Our National Motto "Sathyameva Jayate" is taken from _____.

   a) Brahmana b) Veda
   c) Aranyaka d) Upanishad

4. What was the ratio of land revenue collected during Vedic Age

   a. 1/3 b. 1/6
   c. 1/8 d. 1/9

II. Match the Statement with the Reason/Tick the appropriate answer:

1. **Assertion :** The vedic age is evidenced by good number of texts and adequate amount of material evidences.

   Reason: Shrutis comprise the Vedas, the Brahmanas, the Aranyakas and the Upanishads.

   a. Both A and R are true and R is the correct explanation of A.

   b. Both A and R are true but R is not the correct explanation of A.

   c. A is true but R is false.

   d. A is false but R is true.

2. **Statement I:** Periplus mentions the steel imported into Rome from peninsular India was subjected to duty in the port of Alexandria.

   Statement II: Evidences for iron smelting has come to light at Paiyampalli.

   a. Statement I is wrong. b. Statement II is wrong.
   c. Both the statements are correct. d. Both the statements are wrong.

3. Which of the statement is not correct in the Vedic society

   a. A widow could re-marry.
   b. Child marriage was in practice.
   c. Father's property was inherited by his son.
   d. Sati was unknown.

4. Which is the correct ascending order of the Rig Vedic society?

a. Grama < Kula < Vis < Rashtra < Jana

b. Kula < Grama < Vis < Jana < Rashtra

c. Rashtra < Jana < Grama < Kula < Vis

d. Jana < Grama < Kula < Vis < Rashtra

III. Fill in the blanks

1. Vedic culture was _____ in nature.
2. _____ was a tax collected from the people in Vedic period.
3. _____ system is an ancient learning method.
4. Adhichanallur is in _____district.

IV. True or False

1. The Roman artefacts found at various sites provide the evidence of Indo – Roman trade relations.
2. A Hero Stone is a memorial stone raised in remembrance of the honourable death of a hero.
3. The army chief was called Gramani.
4. The Black and Red ware pottery became the characteristic of the Megalithic period.
5. Evidence for iron smelting has come to light at paiyampalli

V. Match the following

Site	Finds
a) Keezhadi	1) Ivory dice
b) Porunthal	2) tip of ploughs
c) Kodumanal	3) Spindles
d) Adichanallur	4) gold ornaments

a.	4	3	2	1
b.	3	4	1	2
c.	1	3	4	2
d.	1	2	3	4

VI Answer in one or two sentence:

1. Name the four Vedas.
2. What were the animals domesticated by Vedic people?
3. What do you know about Megalith?
4. What are Dolmens?
5. What are Urns?
6. Name the coins used for business transactions in Vedic period?
7. Name some Megalithic monuments found in Tamil Nadu.

VII Answer the following

1. Write briefly about the archaeological site at Kodumanal
2. Write about the Vedic women in a pragraph.

VIII HOTS

Difference between Gurukula system of education and Modern system of education.

IX Pride and Joy – Let us find out the fact

Archaeological Sites	Archaeological Finds	Fact
Adichanallur	The Tamil Brahmi script	Existence of Pre-historic culture
Keeladi	Roman artefacts	
Paiyampalli	Iron implements	
Porunthal	Pot filled with rice	
Kodumanal	Spindle whorl	

X Student Activity

1. Sentence making by using these new words.

Shruti, Gramani, Rashtras, Iron Age, Semi nomadic, Barter

2. Word Search

I	T	I	M	A	S	A	Z	W
U	D	Y	T	R	R	D	I	X
O	O	K	H	Y	B	E	R	S
S	L	P	F	A	A	V	O	A
P	M	S	I	V	D	N	N	T
A	E	R	C	A	A	R	A	M
D	N	S	I	R	U	R	G	A
D	S	X	M	T	N	B	E	N
Y	G	A	N	A	I	N	G	A

1. A pass
2. Text containing teachings on religion
3. A group of villages
4. A tribal assembly
5. Assembly of people
6. Fire
7. Gold coin
8. Period of Vedic Age
9. Megalithic tomb

XI Life Skills

Collect information from Newspapers about archaeological finds with the help of your teacher.

Site Visit

Visit to any one of the archaeological sites near your locality.

XII Answer Grid:

Mention two Ithikasas. Ans:	Vertical monolithic pillar planted in memory of dead is called _____ Ans:	Name the ancient town in Sivagangai district dating to Sangam age. Ans:
Name any two Iron Age sites in Tamilnadu. Ans:	What method of agriculture was practised by early Aryans? Ans:	Name two large cities emerged during Vedic period. Ans:

Unit 2

Great Thinkers and New Faiths

Learning Objectives

- To learn the causes for the rise of new faiths in the sixth century BC (BCE).
- To have knowledge in the teachings of Mahavira and Buddha.
- To know the similarities and dissimilarities between Jainism and Buddhism.
- To understand the differences between Hinayana and Mahayana Buddhism.
- To know the influence of Jainism and Buddhism in Tamil Nadu.

Intellectual Awakening

The Sixth Century BC (BCE) is regarded as an important period in the history of ancient India. As a land mark period in the intellectual and spiritual development in India, historian Will Durant has rightly called it the "shower of stars".

Sources

Literary sources

- Angas – Jain texts
- Tripitakas and Jatakas - Buddhist texts

Causes for the Rise of Intellectual Awakening and the Birth of Buddhism and Jainism

There were several reasons for the rise of new intellectual awakening. Some of the exploitative practices that paved way for new faiths include:

- The complex rituals and sacrifices advocated in the later Vedic period
- Expensive sacrificial ceremonies
- Superstitious beliefs and practices that confused the common man.
- Upanishads taught as alternative to sacrificial rites were too philosophical, which a layperson could not understand.
- Slavery, caste system, gender discrimination also contributed to the new awakening.

Origin of Jainism

Jainism is one of the world's oldest living religions. Jainism grounds itself in 24 Tirthankaras. A 'Tirthankara', is the one who revealed religious truth at different times. The first Tirthankara was Rishabha and the last one was Mahavira. Jainism gained

Original name	-	Vardhamana
Place of Birth	-	Kundhagrama near Vaishali, Bihar
Parents	-	Siddharth, Trishala
Place of Death	-	Pavapuri, Bihar

prominence under the aegis of Mahavira, during the sixth century BC (BCE).

DO YOU KNOW?

The word **Jain** derives from the Sanskrit word Jina, which means conquering self and the external world.

Mahavira (The Great Hero)

Vardhamana, meaning 'prosperous', was a kshatriya prince. However, at the age of 30, he renounced his princely status to adopt an ascetic life. He undertook intense meditation.

After twelve and a half years of rigorous penance, Vardhamana attained omniscience or supreme knowledge, known as *Kevala*.

Omniscience – It is the ability to know everything or be infinitely wise.

Thereafter, he became Jina meaning 'one who conquered worldly pleasure and attachment'. His followers are called Jains. Mahavira reviewed the ancient Sramanic traditions and came up with new doctrines. Therefore he is believed to be the real founder of Jainism.

Unique Teachings of Jainism

- Jainism denies God as the creator of Universe.
- Basic philosophy of Jainism is Ahimsa or 'non –Violence'.
- Ultimate aim of Jainism is attaining moksha or ending the cycle of birth – death – rebirth.
- Jains reject the belief in Last judgement, where God, a supreme being, decides who goes to heaven or hell.
- Jainism advocates that the goodness or quality of one's life is determined by one's karma.

DO YOU KNOW?

What is Karma?

The belief that a person's actions in this life determine the quality of his or her later part of the current life and the next incarnation.

Tri–rathnas or Three Jewels

Mahavira exhorted the three – fold path for the attainment of moksha and for the liberation from Karma.

They are:

- Right Faith
- Right Knowledge
- Right action

Moksha - Liberation from the cycle of birth and death

Jain Code of Conduct

Mahavira asked his followers to live a virtuous life. In order to live a life filled with sound morals, he preached five major principles to follow.

They are:

- Ahimsa - not to injure any living beings
- Satya - to speak truth
- Asteya - not to steal
- Aparigraha - not to own property
- Brahmacharya - Celibacy

DO YOU KNOW?

Gautama Swami, a chief disciple of Mahavira, compiled the teachings of Mahavira, called *Agama sidhantha*.

Digambaras and Svetambaras

Jainism split into two sects.

Digambaras

- Digambaras are orthodox and conservative followers.
- Monks of the digambara sect, do not wear any clothing and live naked. They are forbidden to have any kind of possessions.
- Digambaras believe that women cannot achieve nirvana or liberation directly.

Svetambaras

- The Svetambaras are considered progressive.
- Monks of Svetambaras sect, wear white robes. They are permitted to have *Rajoharana* (broom with wollen threads), begging bowl and book.
- Svetambaras believe that women are equally capable of achieving liberation as men.

Reasons for the Spread of Jainism

The following are the main reasons for the wide acceptance of Jainism in India

- Use of people's language.
- Intelligible teachings.
- Support from rulers and traders.
- Perseverance of Jain monks.

Influence of Jainism (Samanam) in Tamil Nadu

- In ancient Tamil literature, Jainism is referred to as Samanam.
- There is a Samanar Hill or Samanar Malai in Keelakuyilkudi village, 15 km away from Madurai. The images of Tirthankaras created by Jain monks are found in the hill. It is a protected monument of Archaeological Survey of India.
- In Arittapatti, a small village 25 km from Madurai, on one side of Kalinjamalai hill there are Jain caves called Pandavar Padukkai. Pandavar Padukkai is the bed of Jain saints.
- There is a reference to Aravor Palli, place of living for Jain monks, in Manimegalai.

Thiruparthikundram

Sittannavasal

Chitharalmalai temple

- According to Silapathikaram, when Kovalan and Kannagi were on their way to Madurai, Gownthiyadigal a female jain monk blessed the couple and accompanied them.
- Puhar, Uraiyur, Madurai, Vanchi (Karuvur), Kanchi all had Jain monasteries.
- **Jina Kanchi** – Thiruparthikundram, a village in Kanchipuram, has two ancient Jain temples. This village was once called Jina Kanchi.

Buddhism

Gautama Buddha

Gautama Buddha was the founder of Buddhism. His real name was Siddhartha. Like Mahavira, he was also a Kshatriya prince belonging to the ruling Sakya clan. When Siddhartha was only seven days old his mother died. So he was raised by his step mother Gautami.

Four Great Sights

At the age of 29, Siddhartha saw four sorrowful sights. They were:

Original name	-	Siddhartha
Place of Birth	-	Lumbini Garden, Nepal
Parents	-	Suddhodana, Maya devi
Place of Death	-	Kushi Nagar, UP

- An uncared old man in rags with his bent back.
- An sick man suffering from an incurable disease.
- A man's corpse being carried to the burial ground by weeping relatives.
- An ascetic

Enlightenment

Buddha, the Awakened or Enlightened One, realised that the human life was full of misery and unhappiness. So at the age of 29 he left his palace and became a hermit. He sacrificed six years of his life towards penance. Nonetheless deciding that self-mortification was not a path to salvation, Buddha sat under a Pipal tree and undertook a deep meditation near Gaya.

On the 49th day he finally attained enlightenment. From that moment onwards, he was called Buddha or the Enlightened One. He was also known as Sakya Muni or Sage of Sakya clan.

Buddha delivered his first sermon at Deer Park in Sarnath, near Benaras. This was called "Dharma Chakra Pravartana" or the Turning of the Wheel of Law.

Buddha's Four Noble Truths

- Life is full of sorrow and misery.
- Desire is the cause of misery.
- Sorrows and sufferings can be removed by giving up one's desire.
- The desire can be overcome by following the right path (Noble eight-fold path)

Eight Fold Path

- Right view
- Right Thought
- Right Speech
- Right Action
- Right Livelihood
- Right Effort
- Right Knowledge
- Right Meditation

The teachings of Lord Buddha were simple and taught in a language which people used for communication. Since the teachings addressed the everyday concern of the people, they could relate to them. He was opposed to rituals and sacrifices.

Teachings of Buddha

- Buddha's teachings are referred to as dhamma.
- Buddhism accepted the Theory of Karma – meaning that the quality of man's life depends on his deed.
- Buddha neither accepted nor denied the existence of God, but believed in the laws of universe.
- Buddha asserted that attaining nirvana is the ultimate aim of life.

- Buddha advocated ahimsa or non-violence.
- Buddha had rejected the caste system.

The Wheel of life – represents the Buddhist view of the world.

Buddhist Sangha

Buddha laid foundation for a missionary organization called Sangha, meaning 'association' for the propagation of his faith. The members were called bhikshus (monks). They led a life of austerity.

DO YOU KNOW?

Chaitya – A Buddhist shrine or a meditation hall.

Viharas – Monastries/living quarters for monks.

Stupas – Built over the remains of Buddha's body, they are monuments of great artistic value.

Buddhist Sects

Hinayana	Mahayana
Did not worship idols or images of Buddha.	Worshiped images of Buddha.
Practiced austerity.	Observed elaborate rituals
Believed that Salvation of the individual as its goal.	Believed that salvation of all beings as its objective
Used Prakrit language.	Used Sanskrit language
Hinayana is also known as Theravada. Spread to Sri Lanka, Myanmar (Burma) and South East Asian Countries.	Spread to Central Asia, Tibet, China and Japan where middle path was accepted.

Causes for the Spread of Buddhism

- Simplicity of the teachings of Buddha in local language appealed to people.
- Buddhism rejected elaborate religious customs whereas the practice of orthodox Vedic religion insisted on expensive rituals and sacrifices.
- Buddha's emphasis was on observance of Dhamma**.**
- Buddhist Sanghas played an important role in spreading the messages of Buddha.
- Royal patronage under Ashoka, Kanishka and Harsha also helped the causes of Buddhism.
- Viharas or the Buddhist monasteries became great centres of education. One such centre was Nalanda, where Hiuen Tsang, the Chinese pilgrim, studied for many years.

DO YOU KNOW?

Frescoes (paintings)

Frescoes on the ceilings and walls of the Ajanta caves in Aurangabad, Maharashtra – depict the Jataka Tales.

Middle path – It refers to neither indulging in extreme attachment to worldly pleasure nor committing severe penance.

Jainism and Buddhism- Similarities and Dissimilarities

Similarities	Dissimilarities	
	JAINISM	BUDDHISM
■ Both Mahavira and Buddha hailed from royal families. Yet they renounced royal privileges and chose to adopt an ascetic life. ■ Denied the authority of Vedas. ■ Taught in the language of the common people. ■ Admitted disciples from all the castes and from both the genders ■ Opposed blood sacrifices. ■ Believed in the doctrine of Karma. ■ Emphasized on right conduct and right knowledge instead of performing religious ceremonials and rituals as the means to achieve salvation.	■ It followed extreme path. ■ It remained in India only. ■ It does not believe in the existence of god, but believes soul in every living being.	■ It followed middle path. ■ It spread across many parts of the world. ■ It emphasises on ANATMA (no eternal soul) and ANITYA (impernance).

Buddhist Councils

First	–	Rajagriha
Second	–	Vaishali
Third	–	Pataliputra
Fourth	–	Kashmir

Influence of Buddhism in Tamilnadu

- Buddhism spread to Tamil Nadu much later than Jainism.
- Manimekalai, one of the epics of the post-Sangam age is a Buddhist literature.
- There is an elaborate description about Kanchipuram in classical epic Manimegalai.
- Kanchipuram was a famous Buddhist Centre, from where Dinnaga, the famous Buddhist logician, and Dharmapala, a great scholar of Nalanda University hailed.
- Hieun Tsang who visited Kanchipuram in the seventh century A.D(CE). noticed the presence of 100 feet stupa built by Ashoka there.

Buddha statue at Nagapattinam

Buddha statue found at pallur near Kanchipuram

Jataka Story

The Jatakas are popular stories about the previous birth and life of Buddha, as human and as an animal. They teach morals.

The Woodpecker and the Lion (A Jataka Story)

Once upon a time, there lived a woodpecker and a lion. One day, the lion hunted a big bison and sat down to eat it. It so happened that while having his meal, a big bone got stuck in the lion's throat. He was not able to remove it and was in great pain.

A kind hearted woodpecker offered to help the lion. The woodpecker, however, told the lion that he would only take out the bone if the lion promised not to eat him while removing the bone. The lion gladly agreed and opened his mouth in front of the woodpecker. The woodpecker hopped inside the lion's mouth, and easily pulled out the bone. The lion kept his promise and let the woodpecker fly away.

Soon the lion recovered completely and killed another bison. The woodpecker also thought of joining the lion and asked for a small share of meat. To her utter disappointment the lion blatantly refused to share his meal with her. The Lion said, "How dare you ask me for more favours? I have already done so much for you!"

The woodpecker did not understand what the lion was talking about. The lion then clarified, "You should be thankful to me that I did not devour you when you were taking out the bone from my throat. Now do not expect anything else from me and go away." The woodpecker said to himself, "It was indeed a mistake to help such an ungrateful creature!" Nevertheless, it is not worth being angry or holding grudge against someone as unworthy as him.

Elsewhere in the world 6th Century BC (BCE)

Confucius (Kung Fu Tse)

Confucianism in China

Zoroaster

Zoroastrianism in Persia

Summary

- The Sixth century BC (BCE) was an important period of the intellectual and spiritual development in India.
- Jainism was a doctrine developed by 24 Tirthankaras.
- Mahavira exhorted the three-fold path – Right faith, Right knowledge, Right action.
- Gautama Buddha was the founder of Buddhism.
- Buddha's teachings are referred to as dhamma.
- Buddhism crossed the frontiers of Indian sub-continent but Jainism was confined to India.
- Basic philosophy of Jainism and Buddhism is ahimsa or non-violence

GLOSSARY

Superstitious beliefs	-	belief in things that are not real or possible (மூடநம்பிக்கைகள்)
Preceptor	-	a teacher or instructor (ஆசான்)
Doctrine	-	set of principles or beliefs (கோட்பாடு)
Virtuous	-	having high moral standards (நல்லொழுக்கம்)
Sacred book	-	holy book (புனித நூல்)
Frescoes	-	a painting done in water colour on wet plaster (ஈரமான சுவற்றில் வண்ணக் கலவை கொண்டு வரையப்பட்ட ஓவியங்கள்)
Corpse	-	a dead body (சடலம்)
Nirvana	-	A state of freedom from suffering and rebirth (துன்பம் மற்றும் பிறப்பிலிருந்து விடுதலை / நிர்வாண நிலை)

EXERCISES

I Choose the correct answer:

1. What is the name of the Buddhist scripture?
   a) Angas b) Tripitakas c) Tirukkural d) Naladiyar
2. Who was the first Tirthankara of Jainism?
   a) Rishabha b) Parsava c) Vardhamana d) Buddha
3. How many Tirthankaras were there in Jainism?
   a) 23 b) 24 c) 25 d) 26
4. Where was the third Buddhist Council convened?
   a. Rajagriha b. Vaishali c. Pataliputra d. Kashmir
5. Where did Buddha deliver his first sermon?
   a) Lumbini b) Saranath c) Taxila d) Bodh Gaya

II Match the Statement with the Reason. Tick the appropriate answer:

1. **Statement:** A common man could not understand upanishads.

   Reason: Upanishads were highly philosophical.
   a. Statement and its Reason are correct.
   b. Statement is wrong.
   c. Statement is true, but the Reason for that is wrong.
   d. Both Statement and Reason are wrong.

2. **Statement:** The Jatakas are popular tales.

   Reason: Frescoes on the ceilings and walls of Ajanta caves depict the Jataka Tales.
   a. Statement and its Reason are correct.
   b. Statement is wrong.
   c. Statement is true, but the Reason for that is wrong.
   d. Both statement and Reason are wrong.

3. Find out the correct answer:
   Buddha Viharas are used for
   1. Education
   2. stay of Buddhist monks
   3. Pilgrims' stay
   4. Prayer hall
      a. 2 is correct
      b. 1 and 3 are correct
      c. 1, 2, 4 are correct
      d. 1 and 4 are correct
4. Consider the following statements regarding the causes of the origin of Jainism and Buddhism.

I. Sacrificial ceremonies were expensive.

II. Supertitious beliefs and practices confused the common man.

Which of the above statement (s) is/are correct?

a. Only I

b. Only II

c. Both I & II

d. Neither I nor II

5. Which of the following about Jainism is correct?

a. Jainism denies God as the creator of universe.

b. Jainism accepts God as the creator of universe.

c. The basic philosophy of Jainism is idol worship.

d. Jains accept the belief in Last Judgement.

6. Circle the odd one:

Parsava, Mahavira, Buddha, Rishaba

7. Find out the wrong pair:

a. Ahimsa - not to injure

b. Satya - to speak truth

c. Asteya - not to steal

d. Brahmacharya - married status

8. All the following statements are true of Siddhartha Gautama except:

a. He is the founder of Hinduism.

b. He was born in Nepal.

c. He attained Nirvana.

d. He was known as Sakyamuni.

III Fill in the blanks:

1. The doctrine of Mahavira is called _____.

2. _____ is a state of freedom from suffering and rebirth.

3. _____ was the founder of Buddhism.

4. Thiruparthikundram, a village in Kanchipuram was once called_____..

5. _____ were built over the remains of Buddha's body.

IV True or False:

1. Buddha believed in Karma.

2. Buddha had faith in caste system.

3. Gautama Swami compiled the teachings of Mahavira.

4. Viharas are temples.

5. Emperor Ashoka followed Buddhism.

V Match the following:

1. Angas	-	Vardhamana
2. Mahavira	-	monks
3. Buddha	-	Buddhist shrine
4. Chaitya	-	Sakya muni
5. Bhikshus	-	Jain text

VI Answer in one or two sentences:

1. What are the Tri-ratnas (three jewels) of Jainism?
2. What are the two sects of Buddhism?
3. What does Jina mean?
4. Write any two common features of Buddhism and Jainism.
5. Write a note on Buddhist Sangha.
6. Name the Chinese traveler who visited Kancheepuram in seventh century AD(CE).
7. Name the female jain monk mentioned in Silapathikaram.

VII Answer the following:

1. Name the eight-fold path of Buddhism?
2. What are the five important rules of conduct in Jainism?
3. Narrate four noble truths of Buddha?
4. Write any three differences between Hinayana and Mahayana sects of Buddhism?
5. Jainism and Buddhism flourished in Sangam period. Give any two evidences for each.

VIII HOTS:

1. Karma – a person's action. Name any 10 good actions (deeds).

IX Student Activity

1. Read any one story from Jatakas and write a similar story on your own.
2. Make a tabular column in the following headings.

Religion	Name of the founder with picture	Name of their parents	Key Principle (any one)	Sects	Symbol

3. Place the following words in the appropriate column.

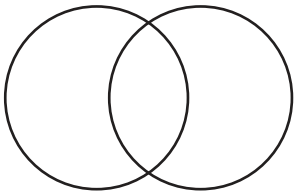
Words: Jina, Mahayana, Tirthankaras, Stupas Nirvana, Digambara, Tripitakas, Agama

Jainism	**Buddhism**

4. Task cards activity:

Make informative cards for the following religions. Hinduism, Christianity, Islam, Buddhism, Jainism

5. Make a Venn diagram to indicate similarities and dis-similarities of Jainism and Buddhism.



6. Solve the puzzle

1	9							10
2								
3 8			11					
			4					
			5					
			6					
							7	

Left to right

1. One of the Tri Rathna: Right
2. Buddha's teachings are referred as
3. A great centre of education
4. The place where Buddha attained enlightment
5. Not to injure any living being

Right to left

6. Mother of Siddhartha
7. The Quality of man's life depends on his deed

Top to bottom

8. Lumbini is in
9. Buddhist prayer hall
10. A state of freedom from birth
11. Jain scripture compiled by Gautama Swami.

X. Life Skills

Create a story board for Jainism/Buddhism in a chart

Model.

Early life	Four Noble Truths	Eight - Fold Path
Teachings of Buddha	Buddhist Sangha	Buddhist Sects

XII Answer Grid

The Jain monks who wear white clothes are called Ans: _____	What is the meaning of Buddha? Ans:	Who is the 24th Tirthankara of Jainism? Ans:
Who delivered Dharmachakra Pravartana? Ans:	How many noble truths are there in Buddhism? Ans:	Which religion's teachings include four noble truth and eight-fold path? Ans:
Name the earliest Buddhist literature which deals with the stories of various births of Buddha? Ans:	Name any four places where Jain monasteries were located in Tamil Nadu. Ans:	Name one of the twin Indian's Epics Ans:

ICT CORNER

Virtual Tour of Sittanavasal

Through this activity you will be able to see Virtual Tour about Cave Paintings in Tamil Nadu

Step-1: Open the Browser and type the URL or scan QR code which is given below.
Step-2: You can see Virtual Tour website. Click to allow **"Adobe Flash Player"** on the screen.
Step-3: Open **"slide view"** in menu bar and acces s control button
Step-4: Click **"Red Arrow Button"** you can see cave paintings

Step-1

Step-2

Step-3

Step-4

URL:

http://view360.in/virtualtour/sithannavasal/

*Pictures are indicatives only.

Unit 3

From Chiefdoms to Empires

Learning Objectives

- To know the factors responsible for the rise of Janapadas and Mahajanapadas.
- To understand the evolution of Indian polity from Chiefdoms to Kingdoms.
- To recall the greatness of Mauryan Empire.
- To learn the main features of the administration and the nature of the society & economy during that time.
- To gain the knowledge on Ashoka's policy of Dhamma.
- To examine the causes for the decline of Mauryan Empire.

Importance of Sixth Century BC (BCE)

During the sixth Century BC (BCE) many territorial states emerged. This Led to the transformation of socio – economic and political life of the people in the Gangetic plains. A new intellectual awakening began to develop in northern India. Mahavira and Gautama Buddha represented this new awakening.

Role of iron in a changing society

Iron played a significant role in this transformation of society. The fertile soil of the Gangetic Valley and the use of iron ploughshares improved agricultural productivity. In addition, iron facilitated craft production. Agrarian surplus and increase in craft products resulted in the emergence of trading and exchange centres. This in turn paved the way for the rise of towns and cities. Thus, knowledge in the use of iron gave Magadha an advantage over other Mahajanapadas. Thus the Magadha could establish an empire of its own.

Gana - sanghas and Kingdoms

There were two kinds of government in north India during the sixth century BC (BCE)

- Gana - sanghas – non monarchical states.
- Kingdoms - monarchies

The term '**gana**' means 'people of equal status'. 'Sangha' means 'assembly'. The gana - sanghas covered a small geographical area ruled by an elite group. The gana sanghas practiced egalitarian traditions.

A '**kingdom**' means a territory ruled by a king or queen. In a kingdom (monarchy), a family, which rules for a long period becomes a dynasty. Usually these kingdoms adhered to orthodox Vedic traditions.

Janapadas and Mahajanapadas

Janapadas were the earliest gathering places of men. Later, Janapadas became republics or smaller kingdoms**.** The wide-spread use of iron in Gangetic plain created conditions for the formation of larger territorial units transforming the janapadas into Mahajanapadas.

Sixteen Mahajanapadas ("Great Countries")

Sixteen Mahajanapadas dotted the Indo-Gangetic plain in the sixth century BC (BCE). It was a transition from a semi – nomadic kinship - based society to an agrarian society with networks of trade and exchange. Hence an organized and a strong system of governance required a centralised state apparatus.

DO YOU KNOW?

16 Mahajanapadas

Kuru, Panchala, Anga, Magadha, Vajji, Malla, Kasi, Kosala, Avanti, Chedi, Vatsa, Machcha, Surasena, Assaka, Gandhara and Kamboja.

There were four major Mahajanapadas

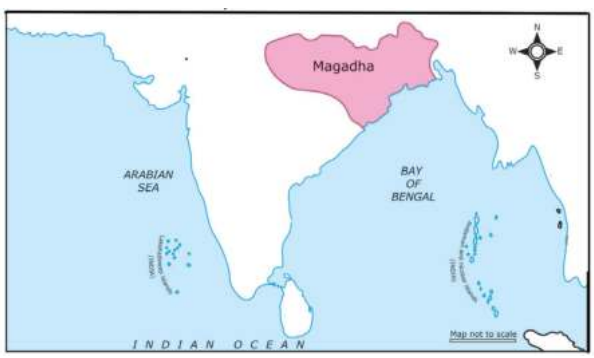
They were:

- Magadha in Bihar
- Avanti in Ujjain
- Kosala in Eastern Uttar Pradesh and
- Vatsa in Kausambi, Allahabad.

Among the four Mahajanapadas, Magadha emerged as an empire.

The Causes for the Rise of Magadha

- Magadha was located on the lower part of the Gangetic plain. The plain was fertile which ensured the rich agricultural yield. This provided regular and substantial income to the state.
- The thick forests supplied timber for construction of buildings and elephants for army.
- Abundance of natural resources especially iron enabled them to equip themselves with weapons made of iron.
- Growing trade and commerce facilitated movement of people as well as settlement of people in centres of arts and crafts.
- The outcome was urbanization and emergence of Magadha as an empire.



Magadha Empire

Dynasties of Ancient Magadha

Four dynasties ruled over Magadha Empire.

- The Haryanka dynasty
- The Shishunaga dynasty
- The Nanda dynasty
- The Maurya dynasty

Haryanka Dynasty

Magadha's gradual rise to political supremacy began with Bimbisara of Haryanka dynasty.

Bimbisara extended the territory of Magadhan Empire by conquests and by matrimonial alliances with Lichchhavis, Madra and Kosala. His son Ajatasatru, a contemporary of Buddha, convened the first Buddhist Council at Rajagriha. Udayin, the successor of Ajatasatru, laid the foundation of the new capital at Pataliputra.

Shishunaga Dynasty

Haryanka dynasty was succeeded by the Shishunaga dynasty. Kalasoka, a king of Shishunaga dynasty, shifted the capital from Rajagriha to Pataliputra. He convened the second Buddhist Council at Vaishali.

Nanda Dynasty

Nandas were the first empire builders of India. The first Nanda ruler was Mahapadma. Mahapadma Nanda was succeeded by his eight sons. They were, known as Navanandas (nine Nandas). Dhana Nanda, the last Nanda ruler, was overthrown by Chandragupta Maurya.

DO YOU KNOW?

Nalanda - UNESCO World Heritage Site.

Nalanda was a large Buddhist monastery in ancient kingdom of Magadha. It became the most renowned seat of learning during the reign of Guptas. The word Nalanda is a Sanskrit combination of three words Na + alam + daa meaning "no stopping of the gift of knowledge".

Mauryan Empire

Sources

Archaeo-logical sources	Punch Marked Coins.
Inscriptions	Edicts of Ashoka, Junagath Inscription
Secular Literature	Kautilya's Arthasastra Visakadatta's Mudrarakshasa Mamulanar's poem in Agananuru
Religious Literature	Jain, Buddhist texts and Puranas
Foreign Notices	Dipavamsa, Mahavamsa and Indica

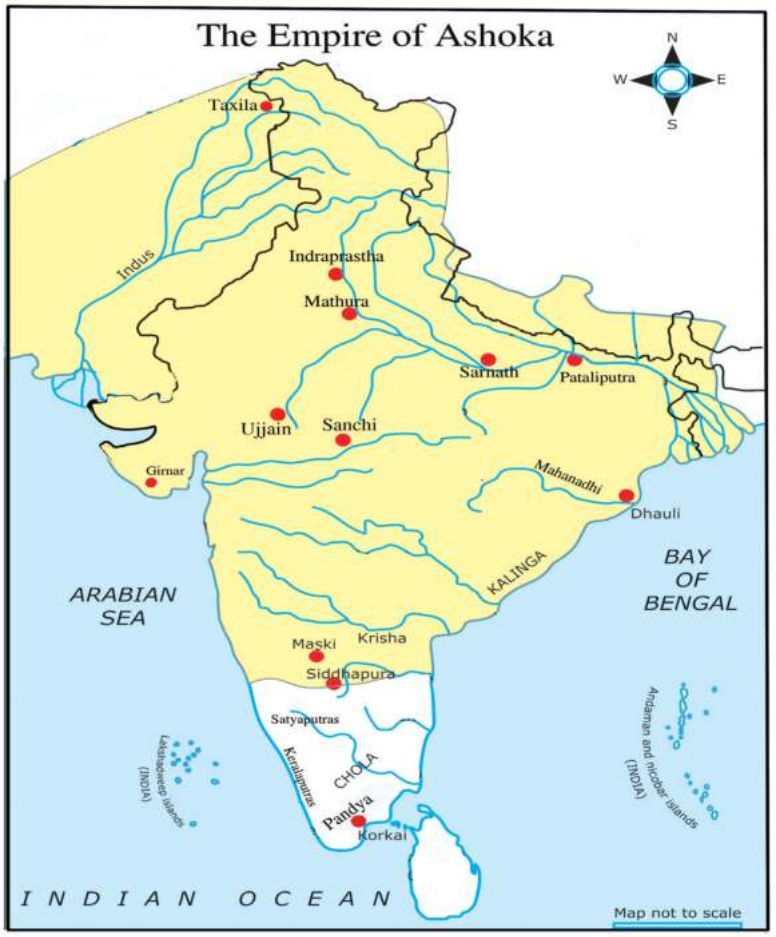
DO YOU KNOW?

Megasthenese

He was the ambassador of the Greek ruler, Seleucus, in the court of Chandra Gupta. He stayed in India for 14 years. His book *Indica* is one of the main sources for the study of Mauryan Empire.

Mauryan Empire – India's First Empire

Capital	Pataliputra (present day Patna, Bihar)
Government	Monarchy
Historical era	c. 322 BC (BCE) – 187 BC (BCE)
Important Kings	Chandragupta, Bindusara, Ashoka



DO YOU KNOW?

Grandeur of Pataliputra

The great capital city in the Mauryan Empire, which had 64 gates to the city with 570 watch towers.

Chandragupta Maurya

The Mauryan Empire was the first largest empire in India. Chandragupta Maurya established the empire in Magadha.

Bhadrabahu, a Jain monk, took Chandragupta Maurya to the southern India.

Chandragupta performed *Sallekhana* (Jaina rituals in which a person fasts unto his death) in Sravanbelgola (Karnataka).

Bindusara

Real name of Bindusara was Simhasena. He was the son of Chandragupta Maurya. Greeks called Bindusara as Amitragatha, meaning 'slayer of enemies'. During Bindusara's reign Mauryan Empire spread over large parts of India. He appointed his son Ashoka as a governor of Ujjain. After his death, Ashoka ascended the throne of Magadha.

Ashoka

Ashoka was the most famous of the Mauryan kings. He was known as 'Devanam Piya' meaning 'beloved of the Gods'.

Ashoka fought the Kalinga war in 261 BC (BCE). He won the war and captured Kalinga.

The horror of war was described by the king himself in the **Rock Edict XIII.**

> "Ashoka shines and shines brightly like a bright star, even unto this day"
>
> **- H. G. Wells ,** Historian

DO YOU KNOW?

Lion Capital of Ashoka

The Emblem of the Indian Republic has been adopted from the Lion Capital of one of Ashokas pillars located at Sarnath. The wheel from the circular base, the Ashoka Chakra is a part of the National Flag.

Chandasoka (Ashoka, the wicked) to Dhammasoka (Ashoka the righteous)

After the battle of Kalinga, Ashoka became a Buddhist. He undertook tours (Dharmayatras) to different parts of the country instructing people on policy of Dhamma. The meaning of Dhamma is explained in Ashoka's – Pillar Edict II

It contained the noblest ideas of humanism, forming the essence of all religions.

He laid stress on

- Compassion
- Charity
- Purity
- Saintliness
- Self-control
- Truthfulness
- Obedience and respect for parents, preceptors and elders.

Ashoka sent his son Mahinda and Sanghamitta to Srilanka to propagate Buddhism. He also sent missionaries to West Asia, Egypt, and Eastern Europe to spread the message of Dhamma. The *Dhamma-mahamattas* were a new cadre of officials created by Ashoka. Their job was to spread dhamma all over the empire. Ashoka held the third Buddhist Council at his capital Pataliputra.

Edicts of Ashoka

C0A4I

The 33 Edicts on the pillars as well as boulders and cave walls made by the Emperor Ashoka, describe in detail Ashoka's belief in peace, righteousness, justice and his concern for the welfare of his people.

DO YOU KNOW?

An Edict is an official order or proclamation issued by a person in authority or a king.

The script of the inscriptions

At Sanchi – Brahmi

At Kandahar – Greek and Aramaic

At North Western part – Kharoshthi

The Rock Edicts II and XIII of Ashoka refer to the names of the three dynasties namely Pandyas, Cholas, the Keralaputras and the Sathyaputras.

Mauryan Administration

Centralized administration

King

- The king was the supreme and sovereign authority of the Mauryan Empire.
- Council of ministers known as *mantriparishad* assisted the King. Assembly of ministers included a Purohit, a Senapathi, a Maha mantri and the Yuvaraja.
- King had an excellent spy system.

Revenue system

- The land was the most important source of revenue for the state. Ashokan inscription at Lumbini mentions *bali and bagha* as taxes collected from people. The land tax (bhaga) collected was 1/6 of the total produce.
- Revenue from taxes on forests, mines, salt and irrigation provided additional revenue to the government.
- Much of the State revenue was spent on paying the army, the officials of the royal government, on charities and on different public works such as irrigation project, road construction etc.

Judicial System

- The king was the head of the Judiciary. He was the highest court of appeal.
- King appointed many judges subordinate to him. The punishments were harsh.

Military Administration

The king was the supreme commander of the army.

A board of 30 members divided into six committees with five members on each, monitored

- Navy
- Armoury (transport and supply)
- Infantry
- Cavalry
- The war chariots
- The war elephants

Municipal Administration (Cities and Towns)

- Board of 30 members divided into six committees. Each had 5 members to manage the administration of the city.
- Town administration was under Nagarika. He was assisted by Sthanika and Gopa.

DO YOU KNOW?

The Junagarh / Girnar Inscription of Rudradaman records that the construction of a water reservoir known as Sudarshana Lake was begun during the time of Chandragupta Maurya and completed during Ashoka's reign.

Currency

Money was not only used for trade; even the government paid its officers in cash.

The punch marked silver coins (panas) which carry the symbols of the peacock, and the hill and crescent copper coins called *Mashakas* formed the imperial currency.

Trade and Urbanization

Trade flourished particularly with Greece (Hellenic) Malaya, Ceylon and Burma. The Arthasastra refers to the regions producing specialized textiles – Kasi (Benares), Vanga(Bengal), Kamarupa (Assam) and Madurai in Tamilnadu.

Main Exports	Main Imports
Spices	Horses
Pearls	Gold
Diamonds	Glassware
Cotton textiles	Linen
Ivory Works	
Conch Shells	

Mauryan coins

Mauryan Art and Architecture

TXSMU

Mauryan art can be divided into two

Indigenous Art – Statues of Yakshas and Yakshis

Royal Art
- Palaces and Public buildings
- Monolithic Pillars
- Rock cut Architecture
- Stupas

DO YOU KNOW?

Yakshas were deities connected with water, fertility, trees, the forest and wilderness. **Yakshis** were their female counterpart.

Statues of Yaksha and Yakshi

Stupas

Sanchi near Bhopal, MP

A Stupa is a semi – spherical dome like structure constructed on brick or stone. The Buddha's relics were placed in the centre of the dome.

Monolithic Pillar – Sarnath

The crowning element in this pillar is Dharma chakra.

Monolithic Pillar – Sarnath

Beginning of Rock cut Architecture
Rock – Cut Caves of Barabar and Nagarjuna Hills

Lomas Rishi cave, Barabar

There are several caves to the north of Bodh Gaya. Three caves in Barabar hills have dedicative inscription of Ashoka. And three in Nagarjuna hills have inscriptions of Dasharatha Maurya (grand son of Ashoka).

Reasons for the Decline of the Mauryan Empire

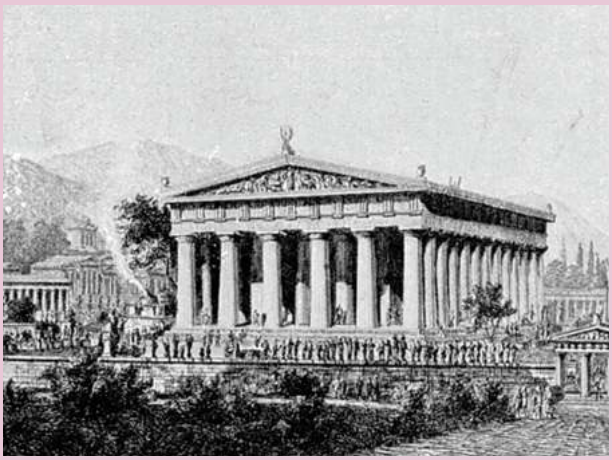
- Ashoka's successors were very weak.
- Continuous revolts in different parts of the empire.
- Invasion by the Bactrian Greeks weakened the empire.
- Last Maurya ruler Brihadratha was killed by his commander Pushyamitra Sungha who established Sungha dynasty.

Ancient name	Its Modern name
Rajagriha	Rajgir
Pataliputra	Patna
Kalinga	Odisha

Elsewhere in the world

The Great Wall of China

It is an ancient series of fortification. During third century BC (BCE) emperor Qin-Shi Huang linked these walls on Northern border to protect his empire.



Temple of Zeus at Olympia

An ancient temple in Olympia, Greece, dedicated to the god Zeus, constructed during fifth century BC (BCE), It is one of the seven wonders of the ancient world.

Summary

- Sixth century BC (BCE) forms an important landmark as it witnessed the emergence of sixteen Mahajanapadas.
- Among the sixteen Mahajanapadas, Magadha emerged as an empire.
- Magadha was ruled by four dynasties- The Haryanka, the Shishunaga, the Nanda and the Maurya dynasty.
- Chandragupta Maurya established the Mauryan empire.
- Ashoka was the most famous of the Mauryan kings.
- Ashoka's pillar and Rock Edicts enlighten us on his ideas of Dhamma.

GLOSSARY

Egalitarian – a person who advocates the principle of equality for all. (சமத்துவம்)

Monastery – a building in which monks live and worship. (மடாலயம்)

Treatise – a written work dealing systematically with a subject. (ஆய்வுக்கட்டுரை)

Horror – a feeling of fear and anxiety (பேரச்சமும் நடுக்கமும்)

EXERCISES

I Choose the correct answer:

1. The Kingdom which was most powerful among the four Mahajanapadas
   a) Anga b) Magadha c) Kosala d) Vajji
2. Among the following who was the contemporary of Gautama Buddha?
   a) Ajatasatru b) Bindusara c) Padmanabha Nanda d) Brihadratha
3. Which of the following are the sources of Mauryan period?
   a) Artha Sastra b) Indica c) Mudrarakshasa d) All
4. Chandra Gupta Maurya abdicated the thrown and went to Sravanbelgola along with Jaina Saint _____.
   a) Badrabahu b) Stulabahu c) Parswanatha d) Rushabhanatha
5. _____ was the ambassador of Seleucus Nicator.
   a) Ptolemy b) Kautilya c) Xerxes d) Megasthenese
6. Who was the last emperor of Mauryan Dynasty?
   a) Chandragupta Maurya b) Ashoka
   c) Brihadratha d) Bindusara

II Match the statement with the reason/Tick the appropriate answer:

1. Statement (A) Ashoka is considered as one of India's greatest rulers.
   Reason (R) He ruled according to the principle of Dhamma.
   a. Both A and R are true and R is the correct explanation of A.
   b. Both A and R are true but R is not the correct explanation of A.
   c. A is true but R is false.
   d. A is false but R is true.
2. Which of the statements given below is/are correct?
   Statement 1 Chandragupta Maurya was the first ruler who unified entire India under one political unit.
   Statement 2 The Arthashastra provides information about the Mauryan administration
   a. only 1 b. only 2 c. both 1 and 2 d neither 1 nor 2
3. Consider the following statements and find out which of the following statement(s) is/are correct.
   1) Chandragupta Maurya was the first king of Magadha.
   2) Rajagriha was the capital of Magadha.
   a. only 1 b. only 2 c. both 1 and 2 d. neither 1 nor 2

4. Arrange the following dynasties in chronological order.

   a. Nanda – Sishunaga – Haryanka – Maurya

   b. Nanda – Sishunaga –Maurya – Haryanka

   c. Haryanka - Sishunaga – Nanda - Maurya

   d. Sishunaga – Maurya – Nanda – Haryanka

5. Which of the following factors contributed to the rise of Magadhan Empire?

   1) Strategic location

   2) Thick forest supplied timber and elephant

   3) Control over sea

   4) Availability of rich deposits of iron ores

      a. 1, 2 and 3 only

      b. 3 and 4 only

      c. 1, 2 and 4 only

      d. All of these

III Fill in the blanks:

1. _____ was the earliest capital of Magadha.
2. Mudrarakshasa was written by _____.
3. _____ was the son of Bindusara.
4. The founder of the Maurya Empire was _____.
5. _____ were appointed to spread Dhamma all over the empire.

IV State True or False:

1. The title Devanam Piya was given to Chandragupta Maurya.
2. Ashoka gave up war after his defeat in Kalinga.
3. Ashoka's Dhamma was based on the principle of Buddhism.
4. The lions on the currency notes is taken from the Rampurwa bull capital.
5. Buddha's relics were placed in the centre of the Stupas.

V Match the following:

a. Gana	1. Arthasastra
b. Megasthenese	2. religious tours
c. Chanakya	3. people
d. Dharmayatras	4. Indica

a.	3	4	1	2
b.	2	4	3	1
c.	3	1	2	4
d.	2	1	4	3

VI Answer in one or two sentences:

1. Mention any two literary sources of Mauryan period.
2. What is a stupa?
3. Name the dynasties of Magadha.
4. What were the sources of revenue during Mauryan period?
5. Who assisted Nagarika in the administration of towns?
6. What do you know from the Rock Edicts II and XIII of Ashoka?
7. Which classical Tamil poetic works have the reference of Mauryans?

VII Answer the following:

1. What did Ashoka do to spread Buddhism? (Write any three points)
2. Write any three causes for the rise of Magadha.

VIII HOTS

1. Kalinga war became a turning point in Ashoka's life. How?
2. Write any five welfare measures you would do if you were a king like Ashoka?

IX Picture study

This is the picture of an Ashokan edicts.

a. What are edicts?

b. How are Ashokan edicts useful?

c. Where were these edicts inscribed?

d. Name the script used in Sanchi Inscription.

e. How many Rock Edicts are there?

X Who am I

1. I belonged to Haryanka dynasty. I extended territory by matrimonial alliances. My son is Ajatasatru – who am I?
2. I played a significant role in the transformation of society. I am used in making ploughshare - Who am I?
3. I was known as Devanampiya. I embraced the path of peace - Who am I?
4. I established the first largest empire in India. I performed Sallekhana. Who am I?
5. I am found in the Lion capital of Ashoka. I am at the centre of our national flag. Who am I?

XI Decipher the code – The Mauryan Empire.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. The first dynasty that ruled over Magadha was _____ (8, 1, 18, 25, 1, 14, 11, 1).
2. _____ empire was the first largest empire (13, 1, 21,18, 25, 1).
3. _____ laid the foundation of the new capital at Pataliputra (21, 4, 1, 25, 9, 14).
4. _____ was one of the main exports (19, 16, 9, 3, 5, 19).
5. _____ became later the most renowned seat of learning (14, 1, 12, 1, 14, 4, 1).
6. Revenue from agricultural produce was called _____ (2, 8, 1, 7, 1).
7. The horror of war was described in _____ (18, 15, 3, 11, 5, 4, 9, 3, 20)
8. Greeks called Bindusara as _____ (1, 13, 9, 20, 18, 1, 7, 1, 20, 8, 1)
9. The crowning element in Saranath Pillar is _____ (4, 8,1, 18, 13, 1, 3, 8, 1, 11, 18, 1)
10. Council of ministers were known as _____ (13, 1, 14, 4, 18, 9, 16, 1, 18, 9, 19, 8, 1, 4)

XII Activity

1. Field trip to Museum
2. Movie show – about Ashoka and Chandragupta.

XIII Map Work

1. Mark the extent of Ashokan Empire.
2. Mark the following places on the river map of India

a. Taxila b. Pataliputra c. Ujjain d. Sanchi e. Indraprastha

XIV Life Skill

1. Make a model of Ashoka Chakra.
2. Make a model of Sanchi Stupa.
3. Draw and colour our National Flag.

XV Answer Grid

Name the two kinds of government in North India during 6th century B.C (BCE) **Ans:**	Who conducted second Buddhist council at Vaishali? **Ans:**	What is the modern name for Kalinga? **Ans:**
Town was administrated by_____ **Ans:**	Where was the third Buddhist council convened by Ashoka? **Ans:**	Name any two major Mahajanapadas. **Ans:**
Which inscription records the construction of Sudarshana lake? **Ans:**	Who was the last Nanda ruler? **Ans:**	Name the silver coin which were in use during Maurian period? **Ans:**

Refrences

1. Romila Thapar, Early India: From the Origins to 1300 AD. Penguin, 2015.
2. R.S. Sharma, India's Ancient past. Oxford University Press, 2005.
3. Upinder Singh, A History of Ancient and Early Medieval India. Pearson, 2008

ICT CORNER

Histroy from Chiefdoms to Empires

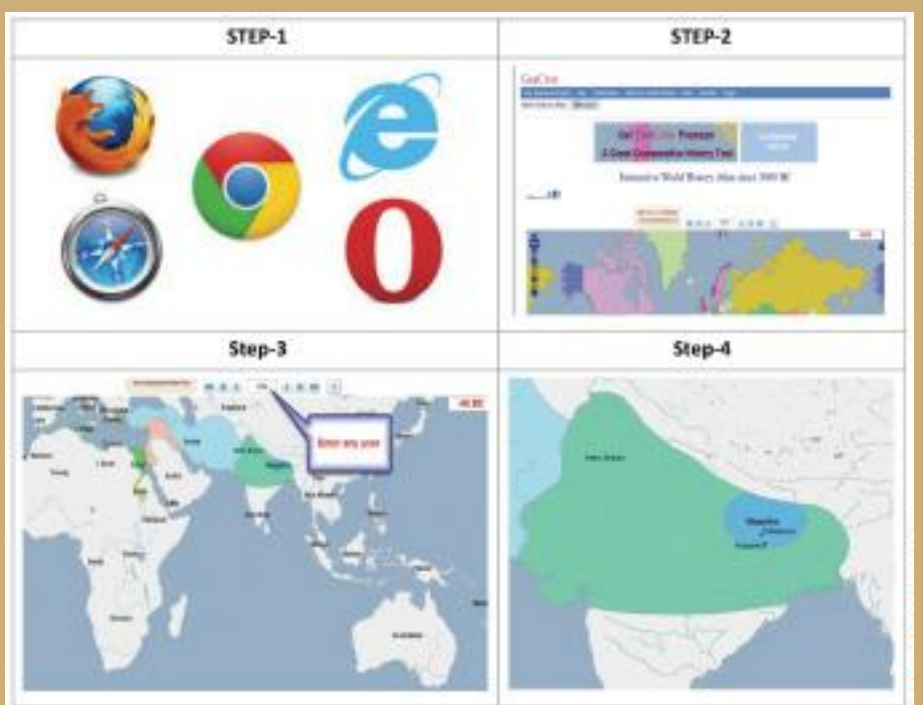
This activity for Maps based on Vector database is a INTERACTIVITY ATLAS which helps to know about Comparative History, Political, Military, Art, Science, Literature, Religion and Philosophy in the world.

Step – 1: Open the Browser and type the URL given (or) Scan the QR Code.

Step - 2 : World History Atlas page will appear.

Step-3 : You will enter any kingdom period or political period (ex. Magadha Empire).

Step-4 : You will get vector database map.



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http://geacron.com/home-en/

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*Pictures are indicatives only.

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GEOGRAPHY

Unit 1

RESOURCES

Learning Objectives

- To introduce the meaning of resources
- To familiarize with the different types of resources
- To understand the need for conservation of resources
- To understand the meaning of economic activities.

RG158

Pathway

This lesson focuses on the meaning, classification of resources and conservation of resources for sustainable living. It also provides an insight to the various economic activities and in particular it deals with the inter relation between the nature and human activities.

கேடறியாக் கெட்ட இடத்தும் வளங்குன்றா
நாடென்ப நாட்டின் தலை– குறள் 736

எந்த வகையிலும் கெடுதலை அறியாமல், ஒருவேளை கெடுதல் ஏற்படினும் அதனை சீர்செய்யுமளவிற்கு வளங்குன்றா நிலையில் உள்ள நாடுதான் நாடுகளிலேயே தலை சிறந்ததாகும்.

Kuzhali was lying in her bed to see if her father would enter her room. She wanted her report card to be signed. There was no symptom of coming of her father. She jumped out of her bed and ran to her mother in the kitchen.

Kuzhali: Amma where is Appa?

Amma: Today he has 'overtime' and he has left early.

Kuzhali: "Overtime" what is that?

Amma: Working more hours than the actual working hours is called overtime. Your father's boss wants him to manufacture a few more solar panels because they have some urgent orders.

Kuzhali: He should have told me last night. My progress report has to be signed.

Amma: Enough of that. Now go have your bath. I'll sign your report this time.

Kuzhali: Amma, thank you ma. One more question. What does he make the solar panels from?

Amma: Let me explain for you to understand. Silicon, extracted from sand, a natural resource, is used in making PV cells. It convert solar energy into electrical energy.

Kuzhali: Natural resource, what do you mean by it?

Amma: All things useful to man is resource. And if it is directly from nature we call it natural resource.

Kuzhali: Then what kind of work does father do?

Amma: He is a manufacturer of things by using natural resources.

Kuzhali: Can we called the manufactured goods as man made resources?

Amma: Yes, they are called as man made resources.

Kuzhali: Ok amma. It's getting late. Let me get ready.

Activity: 1

Circle the words which are not associated for gardening. Soil, Seeds, A piece of Land, Computers, Saplings, Flower Pots, Manure, Textbooks.

Resource is anything that fulfills human needs. When anything is of some use it becomes valuable. All resources have **value**. The value can be either **commercial** or **non-commercial**. **Commercial resources** have great economic value. (e.g.) Petroleum. The **Non-commercial resources** are very abundant in availability (e.g.) Air.

HOTS:

Do all the items in your shopping list have commercial value?

Anything becomes a resource only when its use is discovered. The needs of human beings are ever changing. According to the ever changing needs, resources keep changing. **Time** and **Technology** are two important factors that determine whether a substance is a resource or not. for example: Sun's energy to generate electricity was made possible after the invention of solar panels (technology); and the receding of coal and petrol was in need of an inexhaustible resource (time).

HOTS:

Is the tilt of the solar panels same everywhere on Earth?

Resources can be **natural**, **man-made** and **human resources**.

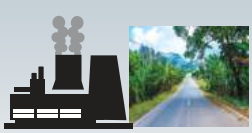
TYPES OF RESOURCES

Natural Resources

PRIMARY
eg. Hunting, Forest

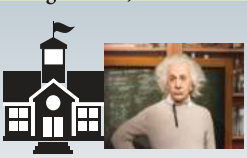
Man Made Resources

SECONDARY
eg. Sugar factory, Road



Human Resources

TERTIARY
eg. School, Scientist



Based on Origin

BIOTIC
eg. Trees

ABIOTIC
eg. Water

Based on Development

ACTUAL
eg. Lignite

POTENTIAL
eg. Wind Energy

Based on Renewability

RENEWABLE
eg. Solar

NON-RENEWABLE
eg. Coal

Based on Distribution

UNIVERSAL
eg. Water

LOCALIZED
eg. Kangaroo

Based on Ownership

INDIVIDUAL
eg. House

COMMUNITY
eg. Pond

NATIONAL
eg. Rivers

INTERNATIONAL
eg. Ambergris

1.NATURAL RESOURCES:

All resources that have been directly provided by nature are called **Natural resources**. The air, water, soil, minerals, natural vegetation and wild life around us are all natural resources. The use of any natural resource depends on the place it is available, the form in which it is available and the technology necessary to avail it.

Sun

CLASSIFICATION OF NATURAL RESOURCES

Natural resources can be classified into different groups depending on **origin, development, renewability, distribution, ownership etc**.

A.ON THE BASIS OF ORIGIN:

On the basis of **origin,** resources can be classified into biotic and abiotic resources.

i. All living resources are biotic resources, plants, animals and other micro organisms are **biotic resources**.

ii. **Abiotic resources** are non-living things. Land, water, air and minerals are abiotic resources.

The biotic resources were mere substances till they were recognized by humans. According to the human needs the substances were collected by the ancient men and preserved for use. In the beginning ,man had only three basic needs- food, clothing and shelter. He collected things through **primary activities** such as hunting, food gathering, fishing and forestry. Later when food became scarce, they had to cultivate and that became agriculture and the cattle were also reared on their farms to fulfill their basic needs.

The abiotic resources were also sought after by the early men. They went in search of better landforms where they had enough water resources for agriculture and their cattle. They were in need of tools right from hunting to agriculture. Primarily the tools were only made of stones. Later man dug the earth for better abiotic resources and found copper first and iron later. He also mined precious metals simultaneously for making ornaments. Later mining became one of the leading primary activities and still holds an important place among the economic activities.

B.ON THE BASIS OF DEVELOPMENT:

Based on the **level of development**, resources can be divided into actual and potential resources.

i. **Actual resources** are resources that are being used and the quantity available is known. (e.g.) Coal at Neyveli.

ii. **Potential resources** are resources that are not being used in the present and its quantity and location are not known. The technology to extract such resources is also yet to be developed. (e.g.) Marine yeast found in the Bay of Bengal and Arabian Sea.

DO YOU KNOW?

Marine yeast have greater potential than the terrestrial yeast. They can be used in baking, brewing, wine, bio-ethanol and pharmaceutical protein production.

C. ON THE BASIS OF RENEWABILITY:

On the basis of **renewability** resources can be classified as renewable resources and non-renewable resources.

i. Resources once consumed can be renewed with the passage of time are called **renewable resources**. (e.g.) Air, Water, Sunlight. Misuse of such resources can also limit its available quantity. So, they have to be used wisely.

ii. The resources which cannot be immediately renewed once they are depleted are called **non-renewable** resources. They become exhausted after use and the time they take to replace does not match the life cycle. (e.g.) Coal, petroleum, natural gas and other minerals.

HOTS:

Find out what other resources can renew themselves?

Neyveli lignite corporation

The resources which cannot renew themselves are either scarce or totally absent. So man is in search of new resources and is conducting several researches. He confirms that a substance is a resource only after research. He tries to harness it and also searches the regions where it may be found in. They are potential resources. Wind energy is one such example. The places where the wind energy can be utilized are still unknown.

Wind energy

HOTS:

How did coal originate?

D.ON THE BASIS OF DISTRIBUTION:

On the basis of distribution, resources can be classified into **localized resources** and **universal resources.**

i. When resources are present in specific regions they are called **localized resources**. (e.g.) Minerals.

ii. Some resources are present everywhere Such resources are called **universal resources**. (e.g.) Sunlight and air.

Activity: 2

Which region / continent does each of these animals belong to?

E.ON THE BASIS OF OWNERSHIP:

Based on **ownership** resources can be classified into Individual resources, Community-owned resources, National resources and International resources.

i. **Individual resources** are resources privately owned by individuals. (e.g.) Farmland.

ii. **Community-owned resources** are resources which can be utilised by all the members of the community. (e.g.) Public parks.

Farmland

iii. **National resources** are resources within the political boundaries and oceanic area of a country. (e.g.) Tropical forest regions of India.

DO YOU KNOW?

Tropical rain forests are called the 'World's largest Pharmacy' as 25% of the natural vegetation are medicinal plants. (e.g.) Cinchona.

iv. **International resources** are all oceanic resources found in the open ocean. Resources found in this region can be utilized only after an international agreement. (e.g.) Ambergris.

DO YOU KNOW?

Ambergris is an extract from the sperm whale. A pound (0.454kg) of sweet – smelling ambergris is worth US $63,000 and used in perfume industries.

Ambergris

2. MAN-MADE RESOURCES:

Natural resources are modified or processed by technology into **man-made resources.** (e.g.) sugarcane processed to get sugar. All structures built by man can also be called man-made resources. (e.g.) Bridges, Houses, Roads.

Activity: 3

What natural resources are necessary to lay a road?

This transforming of raw materials into finished goods is called **Secondary Activities**. Man's skills and ideas are the basic requirements for these activities.

3.HUMAN RESOURCE:

Human resources are groups of individuals who use nature to create more resources. Though human beings are basically natural resources, we classify

Man-Made resources

human beings separately. Education health, knowledge and skill have made them a valuable resource. (e.g.) Doctors, Teachers, Scientists. Tertiary activities are basically concerned with the distribution of primary and secondary products through a system of transport and trade (e.g) Banking, Trade and Communications. The quantity and quality of institutions and organizations involved in making the professionals decide the human resource of a country.

R8D57

Activity:

Identify the personalities and professionals

Gandhian thought on Resources:

There is enough for everybody's need and not for anybody's greed. Mahatma Gandhi blamed "human beings" for depletion of resources because of

(i) over exploitation of resources
(ii) Unlimited needs of human beings. So, conservation is very important.

Resource planning / Management

Resource planning is a technique or skill of proper utilization of resources. Resource planning is necessary because

(i) Resources are limited, their planning is quite necessary so that we can use them properly and at the same time we can save them for our future generation.
(ii) Resources are not only limited but also they are unevenly distributed over the different parts of the World.
(iii) It is essential for the production of resource to protect them from over exploitation.

CONSERVATION OF RESOURCES:

Careful use of resources is called **conservation of resources.** Resources are being used at a very fast rate due to the rapid increase in population. So, natural resources are depleting fast; wisely using resources can control the depleting ratios.

Development is necessary without affecting the needs of the future generations. If the present needs of resources are met and the conserving of resources for the future are balanced, we call it **sustainable development**. Sustainable development can take place when

(i) The reasons of depletion are identified.
(ii) Wastage and excess consumption is prevented.
(iii) Reusable resources are recycled.
(iv) Pollution is prevented.
(v) Environment is protected.
(vi) Natural vegetation and wild life are preserved.
(vii) Alternative resources are used.

The easiest way to conserve resources is to follow the '3R's: **Reduce**, **Reuse** and **Recycle**.

RECAP

- Anything that fulfills human needs can be called a resource.
- Resources provided directly by nature are natural resources.
- All living things are biotic resources.
- All non-living things are abiotic resources.
- Collection of resources directly from nature is called primary activities.
- Actual resources are being used at present.
- Potential resources are not utilized at present.

- After consumption, resources can be renewed with the period of time is called renewable resources.
- The resources which cannot be immediately renewed once they are depleted are called non-renewable resources.
- Resources that found everywhere are Universal resources.
- Resources found in specific regions are called localized resources.
- Natural resources when processed to meet man's needs are called man-made resources.
- People are also referred to as resources.
- Tertiary activities are those which render services to production and distribution of goods.
- Careful use of resources is conservation of resources.
- When the present population's needs are fullfilled; the future generation's needs will be met without damaging the environment ,sustainable development take place.

GLOSSARY

1. Manufacture – production.
2. Solar panel – A plate that can absorb solar energy.
3. PV cells – Photo voltic cells
4. Localized – Limited to specific areas.
5. Universal – found everywhere.
6. Open ocean – areas of ocean that does not belong to any country.
7. Depleting – reducing.
8. Conservation – saving for future use.
9. Sustainable – able to be maintained.
10. Tertiary – third level.

9PLDO

Exercises

A) Match the following.

A	B
Natural resource	Minerals
International resource	Sustainable development
Reduce, Reuse, Recycle	Air
Non-renewable	Manufacturing
Universal resource	Ambergris
Secondary activities	Forest

B) Fill in the blanks.

1. Sugarcane is processed to make _____.
2. Conservation of resources is _____ use of resources.
3. Resources which are confined to certain regions are called _____.
4. _____ resources are being used in the present.
5. _____ resources are the most valuable resources.
6. Collection of resources directly from nature is called _____.

C) Write short notes on the following.

1. Renewable resources.
2. Human resources.
3. Individual resources.
4. Tertiary activities

D) Give brief answers for the following.

1. What are resources?
2. What are actual resources?
3. Define abiotic resources.
4. What is sustainable development?

E) Give short answers for the following questions.

1. Differentiate universal and localized resources.
2. Though human beings are natural resources, why are they classified separately?
3. Compare national and international resources.
4. What is the difference between man-made resources and human resources?
5. Write the Gandhian thought on conservation of resources.

F) Give detailed answers for the following questions. (100-120 words)

1. How are natural resources classified? Explain any three with examples.
2. How can resources be conserved?
3. What is resource planning and why is it necessary?
4. Explain the primary, secondary and tertiary activities.

G) Statements and inferences.

1. **Statement:** Solar energy is the best substitute for thermal energy in tropical regions.

   Inference 1: Coal and petroleum resources are receding.

   Inference 2: Solar energy will never deplete.

   Now choose the right answer.

   a) Only conclusion 1 follows.
   b) Only conclusion 2 follows.
   c) Neither 1 nor 2 follows.
   d) Both 1 and 2 follow.

2. **Statement:** If you don't conserve resources, human race may become extinct.

   Inference 1: You need not conserve resources.

   Inference 2: You need to conserve resources.

   Now choose the right answer.

   a) Only conclusion 1 follows.
   b) Only conclusion 2 follows.
   c) Neither 1 nor 2 follows.
   d) Both 1 and 2 follow.

3. **Statement:** Man switched over to agriculture.

   Inference 1: Food gatherers experienced scarcity of food.

   Inference 2: Food gathered was not nutritious.

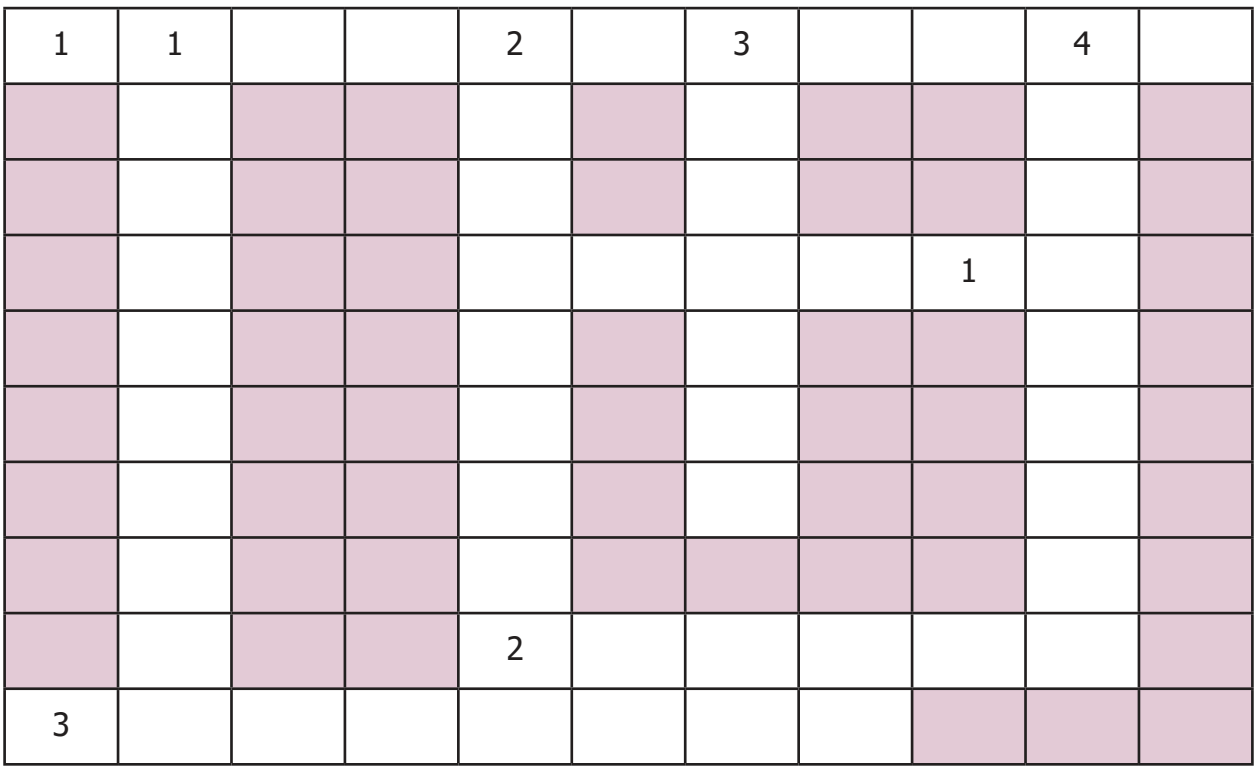
   Now choose the right answer.

   a) Only conclusion 1 follows.
   b) Only conclusion 2 follows.
   c) Neither 1 nor 2 follows.
   d) Both 1 and 2 follow.

H) Given are three suggestions to conserve resources: Write the 3Rs in suitable places.

1. Giving your childhood cycle to your neighbour _____.
2. Using a flush that consumes less water _____.
3. Melting used plastic to lay roads _____.

I) Cross word puzzle.



Across left to right	Down
1. A development that balances time.	1. A resource found everywhere.
2. Energy from the sun.	2. An international resource.
3. All resources that belongs to country.	3. A resource provided by nature.
Across right to left	4. A resource restricted to specific areas.
1. One of the 3Rs	

J) Mark the following in the outline map of India.

1. Neyveli
2. Bay of Bengal
3. Arabian Sea
4. Forest region of Tamil Nadu
5. Indian Ocean
6. Iron mining in Kanjamalai (Salem)

K) Identify the different economic activities and fill the table given below.

Sl. No.	Picture	Primary/ secondary/ tertiary	What activity is this?	Region in which it is found
1				
2				
3				
4				

L) Teacher's Activities:

1. Observe "**Save Energy Day**" once in a month at school / class level.
2. Try making wall hangings with waste materials to decorate your school corridors.
3. Find out if there are any industries nearby your school. A field trip may be arranged.
4. Collect pictures based on

   a.Fishing b.Hunting

   c.Food-gathering d.Forestry

   e.Mining f.Agriculture

   g.Cattle-rearing h.Lumbering

REFERENCE

Human and economic geography- Goh Cheng Leong

Internet Resource

https;//www.acciona.com/sustainable development

ICT CORNER

Resources and Economic Activities.

This activity will make the students to know about the renewable resources

Step 1: Open the Browser type the URL link given below (or) Scan the QR Code.

Step 2: A home Page **Ingenium** opens, select by clicking **events, activities and games.** Under that select energy games.

Step 3: Now go down and select the power up game by clicking **play**. Allow to run adobe flash player to play the game.

Step 4: You can play various levels to understand the energy generated from wind and sun. They can also explore the quizzes on different types of energy resources.

Step-1

Step-2

Step-3

Step-4

URL:

https://energy.techno-science.ca/en/index.php

UHA4E

*Pictures are indicatives only.

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CIVICS

Unit 1

NATIONAL SYMBOLS

Learning Objectives

- To know about the natural national symbols of India.
- To understand the importance to protect nature.
- To know the other national symbols and appreciate them.
- To know the about different national festivals and celebrate them with joy.

W56JG

Path way

This lesson deals with the natural national symbols and the other national symbols. It also explains about the different national festivals.

Velan and Ponni went on a forest trip to Pulivanam. The thought that they were going to visit the forest, made them ecstatic and they were filled with excitement and adventurous spirit. Veena, a wildlife reasearcher was with them. That forest had a legendary river running across. The forest also had 2,000 metre high mountain.

As per the plan, they had reached the forest area by a vehicle. "We are waiting for you" said the forest officer Manimaran, smilingly to the enthusiastic young researchers. Veena introduced Velan and Ponni to the officer. The personal vehicles had to be stopped there as they were restricted to go further. After that they had to travel only by vehicles run on battaries that are pollution free. These vehicles also called as 'Jeep' were covered with glass. A jeep was waiting for them. The forest officer Manimaran, Veena and the team boarded the vehicle.

"I think you are eagerly waiting to watch the tiger, but it is possible only when you are lucky enough. Though it is the tiger's habitat, there are many birds, insects, reptiles, aquatic life and

amphibians which make the eco-system. So please don't wait only for the tigers but enjoy watching other animals too. And remember you shouldn't speak loudly" said Manimaran.

In a few minutes they had a chance to see a beautiful pond with lotus. The vehicle was moving slowly. The lotuses were smiling back at them. "Lotuses are of different types. Those which are pink are called pink lotuses. The lotus has a very special structure" said Veena.

Just behind a big tree near the pond, a peacock was fanning out its feathers gracefully. Without making noise, Velan and Ponni were admiring it. "Uncle Manimaran, usually peacocks do this during rainy days. Will it rain now?" said Ponni.

"Maybe. It dances only during rainy days. But once a chieftain Began, wondered whether the peacock was shivering in cold and covered the peacock with his shawl. This chieftain belonged to the classical Sangam age of Tamils and also revered as one of the seven most generous personalities of ancient Tamil land.

DO YOU KNOW?

There is a Peacock Sanctuary at Viralimalai in the district of Pudukottai (Tamilnadu)

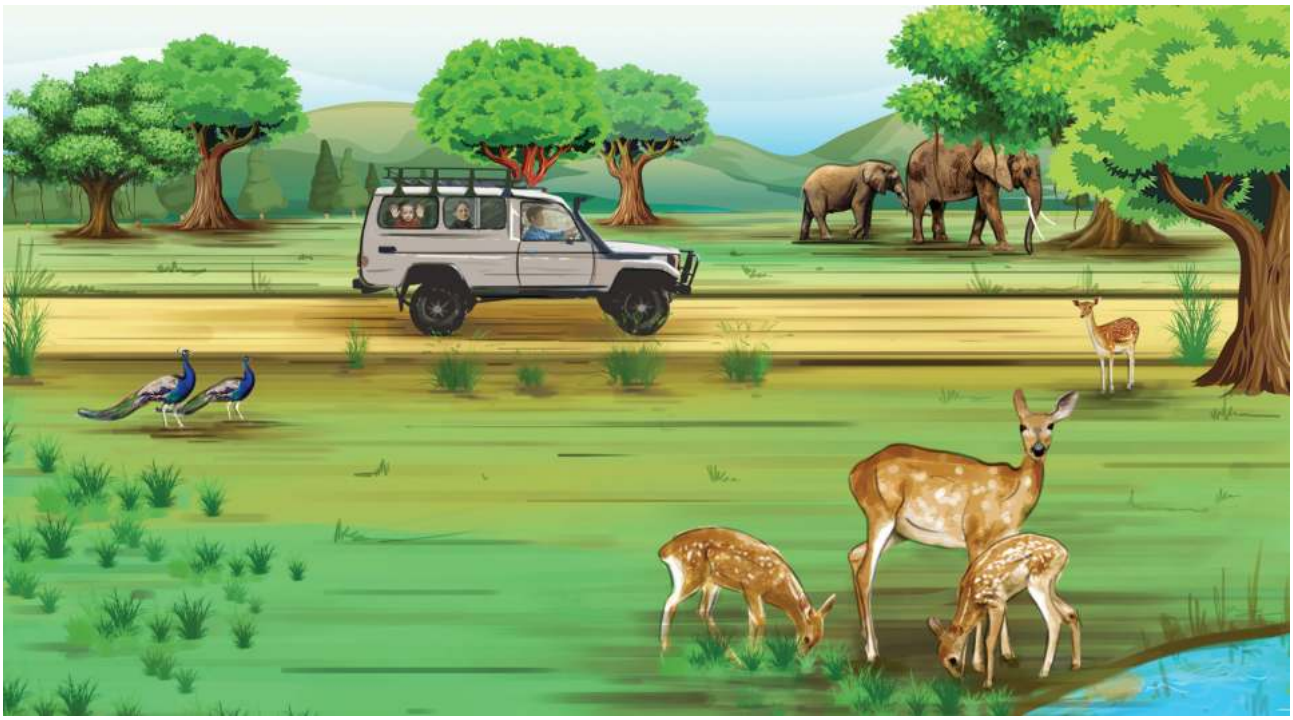
"You know very well that the peacock is our national bird. For a long time the Peacock has a significant place in our culture, art and heritage. It's beauty, stately appearance and its even distribution all over India makes it our national bird" said Manimaran.

The vehicle moved forward silently. They admired the beauty on either side even without blinking.

"We have come very close to the bank of the river. Now we have to go along the river. I am going to show you a different animal. You have to remain silent; only then you can see it. Please take your binoculars" said Manimaran.

Veena had instructed the team to bring their binoculars on the visit. Velan and Ponni had borrowed the binoculars from their neighbours. They focused their binoculars towards the gap between the bushes. That gave them a view of the river. Veena said, "Look, there is something black like a Gharial crocodile moving". They could not see the animal clearly due to the glare caused by the morning sun. Manimaran said, "Turn away from the Sun's rays and watch carefully. It is not a Gharial".

Veena said, "No it does not look like a fish. It looks like an aquatic mammal – a river dolphin".



Velan and Ponni exclaimed, "What? Is it a dolphin? Marine acrobatic animal? How can it live in a river?

Manimaran said, "There are river dolphins in our country. The dolphins that live in the rivers have a long snout similar to the Gharial crocodiles. Just like bats, they use the ultrasound waves to catch their prey. They are essentially blind.

Velan said, "That was an interesting detail".

"Do you know the name of the river beside which we are now on?".

"The rich harvests of the fertile plains of Ganges was mentioned in one of Bharathiyar's famous songs. Am I on the same banks of Ganges? My father asked me to collect some information about this place before visiting it," said Ponni.

"No doubt about it."

"Do you know that this river is 2,525 km long and is the longest river in India?" said Velan stunning everyone around.

"Though Brahmaputra is 2900 km long, it does not flow across India. So, What Velan said is right" said Veena.

Manimaran said, "We have seen a lot of things. Now let us relax. Come, let us have these pieces of mangoes."

"These mangoes are very tasty, what kind of mangoes are these?" asked Veena eagerly.

"This kind of mango is known as 'Imam pasand' a variety of mango that was cultivated during the Mughal reign for the royal family. This is occasionally found in the forest. Even this was picked from the mango grove at the fringes of this forest" said Manimaran. Eveyone got into the vehicle and were ready to go.

"Now we are going to see another wonder" said Manimaran and drove the vehicle around a big banyan tree with countless roots around. He travelled

around it for a few minutes and came back to the starting point. "Such a big banyan tree?" exclaimed Ponni and Velan.

"This is a very big banyan tree and is the oldest in this forest. It is the habitat of thousands of birds. It is as famous as the banyan tree in the Indian Botanical Garden in Howrah (Calcutta)," said Manimaran.

"There is another big banyan in Adyar (Chennai). It is as big as that. I saw that when I visited the Theosophical Society and wondered at it." said Ponni.

"Let us now go slowly because there is a herd of elephants climbing the mountains right behind the banyan tree" said Manimaran.

Velan replied at once, "Oh! Aren't the wild elephants ferocious? Are we in danger?".

Manimaran said "First and foremost we are not supposed to trouble the wild animals because the forest is their home. We can admire them without disturbing them."

Manimaran continued "We should know how to safeguard ourselves from the encounters of the wild animals. That is the reason why we try to explore the forests with the guides who belong to the forest tribal community".

"Even though the animals are quite huge, they will not harm you unless you hurt them".

"Let us also climb the hills along with the elephants. There is another surprise waiting for you on the top of the hills" said Manimaran.

After climbing the hill they came across a plain. He parked the vehicle and asked the team to see something using their binoculars. "Look there,"

There was a cone-shaped nest built with dried leaves. Manimaran asked, "Can you guess which animal's nest is that?

I know that birds build nests on the ground, but this seems a bit strange," said Veena.

It is a snake's nest, the nest of king cobra".

"What? Snakes build nests?" said Velan.

"This is the only reptile that builds a nest of its own and reproduces. Thus snake's average length is 18 feet and is the longest of the poisonous snakes" said Manimaran.

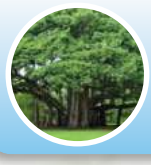
"We have explored the forest and climbed the hills but we have not seen a tiger till now" said Ponni.

"Don't worry Ponni. We have come across many wonders. The Tiger is a very shy animal. While descending down the hills we may see one on the rocky area on the slope" said Manimaran.

They had seen many unusual things that day. But they were very disappointed because they had not seen ever a tiger."

"I have visited several forests but they are not identical. I got some new information from Mr.Manimaran and the tribals. I have visited forestes many times regarding my research. But I was not able to see the tiger. Don't worry, we will see a tiger some time later comforted Veena.

NATURAL NATIONAL SYMBOLS



Banyan tree-1950

It is a symbol of pride and has many medicinal values.

Peacock-1963

It is native to Asia and the only bird which has a tail.

River Ganges-2008

It is a perennial river and many royal capitals flourished on the banks of this river.

River Dolphin-2010

It is the reliable indicator of the health of the entire river eco-system. It is in the endangered list.

King cobra- Ophiophagus hannah

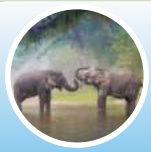
It is the world's longest venomous snake and lives in the rain forests and plains of India.

Lotus-1950

Though it grows in muddy water it blooms with beauty.

Tiger-1973

It is the largest cat species. India has 70% of tigers population in the world.



Elephant-2010

It is native to mainland Asia and plays a critical role in maintaining the regions forests.

Lactobacillus-2012

They are friendly bacteria.They are a major part of the lactic and bacteria group.

Mango - 1950

It is a rich source of vitamins A,C and D and mainly cultivated in the plains.

The years the symbols were adopted by the Government of India are given.

They descended down the hill and came to the same place where they had watched the river dolphins. They parked the vehicle and rested for a while. Ponni came out of the vehicle and watched through the binoculars. She noticed something strange. She couldn't control herself she whispered "Uncle, look there." All of them quickly turned to look with their binoculars. They saw a tigress with her three cubs drinking water from the river. Veena captured the beautiful scene with her camera. Nobody dared to see anything other than the tigress, till it left the river bank and vanished away.

"This is the real king of the forest" said Manimaran.

Tamil Nadu's Natural Symbols

Animal	Nilgiri Tahr	
Bird	Emerald dove	
Flower	Gloriosa Superba	
Tree	Palmyrah tree	

"It is absolutely true" said Veena.

They all got back to the vehicle and were returning. Veena asked the team a question. "Do you know, there is something common between all the wonders you have seen today?"

"What is common?" asked Velan.

"Please, tell us quickly. We are very eager to know" said Ponni.

"All that we saw today are our natural national symbols" said Veena

"You are right, Veena. This didn't strike me." said Manimaran.

Other Symbols of our Country

National flag:

The tricolour flag is our National flag. The three colours are of the same width and are arranged horizontally. The saffron at the top represents valour and sacrifice. The green at the bottom represents fertility and prosperity. The white band in between represents honesty peace and purity. The Ashoka chakra or the wheel in navy blue represents truth and peace.

Out National Flag's length and width proportion is 3:2 respectively and the Ashoka's chakra has 24 spokes in it.

National Emblem

The four lions on top of the Ashoka

HOTS:

Who has been given the right to manufacture the National flag?

DO YOU KNOW?

Kodi Kaatha Kumaran

Tirupur Kumaran was born in Chennimalai of Erode district. As a youth, he actively participated in the freedom struggle for India. In 1932, when Gandhiji was arrested, protests were held against the arrest all over the country. When protests were held for Gandhiji's release, Tirupur Kumaran took active part in it. He lost his life when the police attacked violently. He held on to the tricolor flag even when he died. He was honoured with the title, 'Kodi Kaatha Kumaran'. The Government of India has released a postal stamp on his centenary year to remember Tirupur Kumaran's sacrifice and dedication to the nation.

DO YOU KNOW?

- The National flag was designed by Pingali Venkayya from Andhra Pradesh.
- The first Indian Flag was woven at Gudiyatham in Vellore district of Tamilnadu.
- This flag was hoisted by Pandit Jawaharlal Nehru on 15th August 1947 at Red Fort (Delhi)
- This flag is now an exhibit at the St.George's Fort Museum, Chennai.

Pillar at Sarnath was chosen to be our National emblem. The national emblem was accepted on 26th January 1950, 'Satyameva Jayate" has been inscribed at its bottom. It means 'Truth alone triumphs'. The National emblem consists of two parts- the upper and the lower parts.

The upper part has four lions facing the North, South, East and West. This is on a circular pedestal. One can only see three lions at a time.

The lower part has an elephant (energy), a horse (speed), a bull (hardwork) and a lion (majestic). The 'Wheel of righteousness' is placed between them. This emblem is found at the top of the government communication, Indian currency and passport.

DO YOU KNOW?

The four lions, chosen from the Sarnath pillar of Ashoka as our emblem, is now placed in the Sarnath Museum.

National Anthem

'Jana Gana Mana' is our National anthem. It symbolises the sovereignty and intergrity of our nation. This anthem was written by Rabindranath Tagore in Bengali. This was transcripted in Hindi and was accepted by the Constituent Assembly on 24th January 1950.

The rules to be observed while singing the Anthem

- This anthem has to be sung at a duration of 52 seconds.
- Everyone should stand erect while singing the national anthem.
- One should understand the meaning while singing.

DO YOU KNOW?

On 27th December 1911 this National anthem was sung for the first time during the Congress committee meet held at Kolkata.

National song

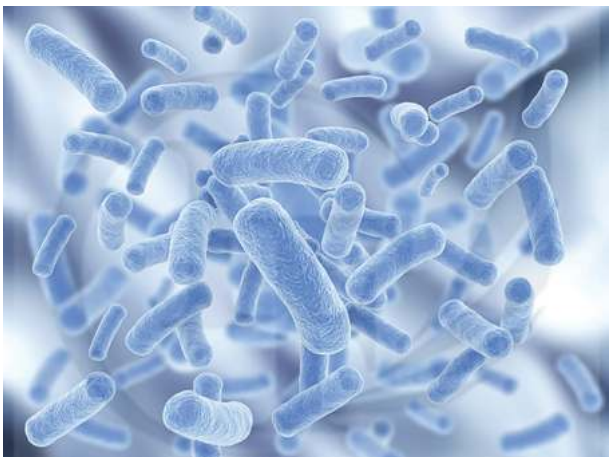
The song Vande Mataram, composed by Bankim Chandra Chatterjee, was a source of inspiration to the people of India in their struggle for freedom. It has an equal status with Jana Gana Mana. On January 24, 1950, the then President, Dr. Rajendra Prasad came up with a statement in the Constituent Assembly, "the song Vande Mataram, which has played a historic part in the struggle for Indian freedom, shall be honoured equally with Jana Gana Mana and shall have equal status with it."

The song was a part of Bankim Chandra's most famous novel 'Anand Math'.

National pledge

"India is my country. All Indians are my brothers and sisters" is our national pledge. The pledge was written by Pydimarri Venkata Subba Rao in Telugu.

National Micro organism



The curd which we consume every day is curdled from milk by a micro organism called lacto bacillus delbrueckii. This was accepted as our national micro organism in the year 2012. This micro organism makes the milk undergo a chemical reaction and changes the protein content of the milk. Curd is known for its digestive quality and cooling capacity.

Currency of India- (INR) ₹

The Indian currency is the Indian Rupees. The currency released by SherShah Sur in the sixteenth century was 'Rupiya'. This 'rupiya' has been transformed, into 'Rupees'. The symbol of rupees is ₹. This was designed by D. Udhayakumar from Tamil Nadu in the year 2010.

National Calender

During the reign of Emperor Kanishka he began following a new calendar in the year 78 CE/AD. The year begins from the spring equinox which falls on March 22nd. During a leap year, it begins on March 21st. Our country follows this calendar. The famous astronomer Meghnad Saha headed the

Calendar Reformation Committee on 22nd March 1957. It was then accepted by the committee as our national calendar.

The National symbols help in uniting the diversified sections of India and to instill patriotism.

National Holidays

Independence Day

Every year, August 15 is celebrated as the Independence Day to commemorate India's freedom from British rule. This auspicious day is also marked as a birth of the world's biggest democracy, India.

On the day India gained independence, Mahakavi Bharathiyar's poem "Aaduvome Pallu Paduvome" and it was sung over the AIR (All India Radio) by T.K. Pattammal, a famous singer of Carnatic Music. The celebration of Independence Day continues every year. The Prime Minister unfurls the National Flag on the Independence Day at the Red Fort, New Delhi.

Republic Day

On 26th January 1950, India was declared as a Republic state. Every year this day is commemorated as the 'Republic Day'. The constitution commenced on 26th January 1950. From August 1947 to 26th January 1950, the Queen of Britain was the honorary head of India. The day India was declared as a Republic state, the President became the first citizen of India. On Republic Day, the President of India unfurls the National flag on Kartavya path (the path of duty), New Delhi.

On January 29, the third day of the Republic day, the celebrations are brought to an end with the **"Beating Reteat"** ceremony. This is performed by the bands of Indian Army, Navy and Airforce. The President of India is the chief guest of this day. Rashtrapati Bhavan will be illuminated at 6pm as a part of the celebration.

Gandhi Jayanthi

The birthday of Mahatma Gandhi, the Father of our Nation, was declared

one of the National festivals. It falls on 2nd October. In 2007, the United Nations declared October 2nd as the 'International Day of Non-violence'.

GLOSSARY

Independence - Freedom from control of another country or organization.

Republic - A country in which the Head of State is an elected person.

Heritage - The art, buildings, traditions and beliefs that a society considers important to its history and culture.

Aquatic - Growing or living in or near water.

Astrophysicist - An expert in astrophysics

RECAP

- Tiger, Elephant, River dolphin of Ganges, Peacock, King Cobra, Banyan tree, mango, The Ganges and lotus are the natural national symbols.
- The constitutional Assembly accepted the tricolour flag as the national flag on 22nd July 1947.
- The National Flag, the National emblem, the National Anthem and the National song etc., are the other national symbols.
- Independence Day, Republic day, Gandhi Jayanthi are our important National festivals.

Exercises

B8FEN

I. Choose the correct answer

1. The National Song Vande Mataram was composed by_____
   a) Pingali Venkayya
   b) Rabindra Nath Tagore
   c) Bankim Chandra Chatterjee
   d) Gandhiji
2. Which is the National Anthem of India?
   a) Jana Gana Mana
   b) Vande Mataram
   c) Amar Sonar Bangla
   d) Neerarum kaduluduththa
3. Who wrote the most famous novel Anand Math?
   a) Akbar
   b) Rabindra Nath Tagore
   c) Bankim Chandra Chatterjee
   d) Jawaharlal Nehru
4. _____ birthday is celebrated as the International Day of non violence?
   a) Mahatma Gandhi
   b) Subash Chandra Bose
   c) Sardar Vallabhai Patel
   d) Jawaharlal Nehru
5. The colour of the Asoka chakra found in our National flag is _____
   a) sky blue b) navy blue
   c) blue d) green
6. The first flag ever flown after the Independence is stored in _____
   a) Chennai fort Museum
   b) Delhi Museum
   c) Saranath Museum
   d) Kolkata Museum

7. The National Anthem was written by _____
   a) Devandranath Tagore
   b) Bharathiyar
   c) Rabindranath Tagore
   d) Balagangadhar Tilak
8. The time taken to play the National Anthem is _____
   a) 50 seconds b) 52 minutes
   c) 52 seconds d) 20 seconds
9. "Vande Mataram" was first sung by _____ at the 1896 session of the National Congress
   a) Bankim Chandra Chatterjee
   b) Rabindranath Tagore
   c) Mahathma Gandhi
   d) Sarojini Naidu
10. _____ hoists the flag on Independence day in Delhi
   a) The Prime Minister
   b) The President
   c) Vice President
   d) Any Political leader

II. Fill in the blanks.

1. The National emblem was adopted from the Ashoka pillar of _____
2. The National fruit of India is _____
3. The National Bird of India is _____
4. Our National tree is the _____
5. The Flag which was flown in 1947 Independence day was weaved in _____
6. The Indian National Flag was designed by _____
7. _____ started the Saka Era
8. The longest river in India is _____
9. The Indian Rupee symbol was designed by _____
10. The Chakra of the National Flag has _____ spokes

III. Choose the correct answer

1. The Lion Capital is now in the _____ museum (Kolkata/Sarnath)
2. The National Anthem was adopted in _____ (1950/1947)
3. _____ is declared as our National Micro organism (Lacto bacillus / Rhizobium)

IV. Fill in the blanks

1. Saffron – Courage ; White - _____
2. Horse – Energy; Bull - _____
3. 1947 – Independence day; 1950 - _____

V. Choose the Correct Option

1. Rabindranath Tagore - a.National Song
2. Bankim Chandra Chatterjee- b. National Flag
3. Pingali Venkayya - c. Astro Physicist
4. Meghnad Saha - d. National Anthem

	1	2	3	4
a)	a	d	b	c
b)	d	a	c	b
c)	d	a	b	c

VI. Match and choose the wrong pair:

1. National Reptile – Tiger
2. National Aquatic Animal – Lacto bacillus
3. National Heritage Animal – King Cobra
4. National Micro organism – Dolphin

VII. Choose the wrong sentence:

1. a) The ratio of our National Flag's length and breadth is 3:2
   b) The Chakra has 24 spokes
   c) The Chakra is Sky Blue in colour
2. a) The National Flag was designed by Pingali Venkayya
   b) The First ever flown Flag after the Independence is stored in Kolkata Museum
   c) The First National Flag was weaved in Gudiyattam

VIII. Choose the correct sentence:

1. a) August 15 is celebrated as the Independence day
   b) November 26 is celebrated as the Republic day
   c) October 12 is celebrated as Gandhi Jayanti

IX. Answer the following.

1. What do the colours in our National Flag represent?
2. What are the parts of our National emblem?
3. What are the salient features of the National anthem?
4. Draw and define the Indian Rupee symbol
5. Where do we use our National emblem?
6. Who wrote the National pledge?
7. What are the animals found in the bottom of the emblem?
8. What are the natural national symbols?
9. Where is the peacock sanctuary located in Tamil Nadu?

X. Activities

1. Draw the natural National symbols as a scenery / Frame a story
2. Prepare a logo for your class/school of your own
3. What should we do to protect the endangered plants and animals – Discuss
4. Celebrate the national events in your school and prepare a news item for a local newspaper.

XI. Life skill activity:

Why are certain organisms adopted as natural National symbols? Analyse.

ICT CORNER

Symbols of India and Indian States

Let us learn about
The Constitution of India

Step 1: Go to play store and install "National symbols" App.

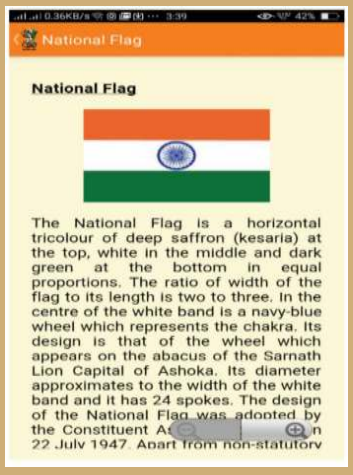
Step 2: Open the app. Click any national symbol like National Flag , National Bird etc. to know more about the symbol.

Step 3: Click the Back button and scroll below to see "States ". Select states and click Tamil Nadu for instance.

Step 4: Now you can see the symbols about Tamil Nadu.

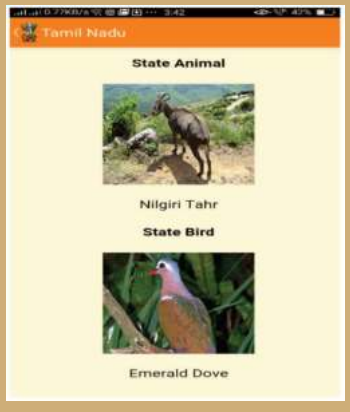
Step 1:

Step 2


National Flag
National Flag
The National Flag is a horizontal tricolour of deep saffron (kesaria) at the top, white in the middle and dark green at the bottom in equal proportions. The ratio of width of the flag to its length is two to three. In the centre of the white band is a navy-blue wheel which represents the chakra. Its design is that of the wheel which appears on the abacus of the Sarnath Lion Capital of Ashoka. Its diameter approximates to the width of the white band and it has 24 spokes. The design of the National Flag was adopted by the Constituent
22 July 1947. Apart from non-statutory

Step 3:

Step 4



URL::

https://play.google.com/store/apps/details?id=com.cdac.symbol

*Pictures are indicatives only.

Unit 2

THE CONSTITUTION OF INDIA

Learning Objectives

- To know about the Constitution of India
- To recognise the formation of our Constitution
- To know the salient features of our Constitution
- To know the fundamental rights and duties of the citizen of India

Pathway

The Lesson speaks about the formation of the constitution of India. It gives guidelines to govern the country, while ensuring the fundamental rights and duties of the citizens and how it protects them.

Yazhinian and Sudaroli are brothers. Yazh is student of standard six and Sudar is in standard four. Yazh was preparing for his class test. Sudar after completing his home assignments was watching an animated series on television. Sudar was watching it but the noise level disturbed Yazh. Sudar was totally engrossed in the series and laughed and clapped loudly. Yazh could not concentrate on his lessons.

So he asked Sudar to reduce the volume. But Sudar was not ready to adhere to his elder brother's advice. Inspite of Yazh's continuous request Sudar did not reduce the volume.

Yazh complained to his father that Sudar did not decrease the volume of the television in spite of requesting him several times. Yazh made it clear that he had a class test the following day.

"Isn't your brother preparing for his class test? Weren't you wrong in troubling him?" continued his father.

"I was watching the TV. Yazh kept disturbing and stopped me from watching it" said Sudar.

"Studying for the test and watching television are not the same" said his father.

But Sudar was not ready to accept the fact. Sudar was consistent that he had all rights to watch a film as much as Yazh had the right to study.

His father admitted that both had equal rights. But one must not hinder another's freedom. Sudar didn't realise the fact that he was very stubborn.

"Look Sudar. You have all rights to watch the film" said his father.

"Yes dad".

"Similarly, Yazh also has the right to listen to his favourite song on TV Coundn't he?"

"How can that happen? When I watch the television he cannot do that".

"When you can watch a film by increasing its volume, Yazh can also hear music loudly." said father.

"How will I watch the movie?".

"How will Yazh study?" .

"Oh! I didn't think of it. Okay dad, I will not watch the movie while Yazh studies".

"No my child. You can watch the movie without causing trouble to anyone".

"Don't be angry Yazh. You study and I promise I will not disturb you".

Yazh smiled and patted Sudar's back and left the place.

Sudar's mother was watching everything silently. She said," Even to run a small family don't we need to follow so many rules and regulations? How much more of that will we need to administer a country?" she exclaimed.

"It is an ocean Deepa. In order to administer people who follow different religions, speak different languages and belong to different castes and culture and treat everyone equally, we need to have a good code of laws and guidelines which we call as 'The Constitution of India'.

The next day Sudar and Yazh went to school. It was the Republic Day also.

The celebration was a jubilant. The students and teachers were standing in line around the flag post. Immediately after the hoisting of the flag, a discussion was held with the chief guest for the day, Mr. Arumugam, an expert in social sciences.

"Wish you a happy Republic Day!" wished Mr. Arumugam.

"Wish you the same Sir".

"Do you know why do we celebrate the Republic Day?"

"Our Constitution was framed and came into existence from 26th January 1950. That is why every year we observe this day as the Republic Day." said the history teacher Malarmathi.

"Yes, it is true. There are other reasons why this constitution came into existence on 26th January 1950. When the Congress met at Lahore in 1929, the members of the Congress unofficially declared the same day as the Day of Poorna Swaraj or the Day of complete self governance. The next year, 26th January 1930 was celebrated as the Independence Day. That day has been observed as our Republic Day".

"What do you mean by the "Constitution of India" asked Nathar.

"Before that, let me ask a few questions. You answer me. Then I will explain in detail about the constitution of India".

"All right sir".

(The students were prepared to answer the questions)

"Are you following any rules and regulation at home?"

"Yes sir"

"Are you following any rules at school?"

"Yes sir"

"Do the two are the same or different?"

"Mostly, they are different"

"Is it necessary to follow certain rules in public places?"

"Yes, Sir"

"Why is it necessary?"

"We should not disturb anybody in public" said Tamilselvi.

"It's true. Also no one should disturb us"said Selva

"Yes, I do accept it. But what if someone compels you to follow some rules? How would you feel?"

"It would be difficult to do so."

"How do you feel when you are asked to make your own rules?"

"We would be proud and pleased to obey our own rules".

(Everyone agreed and nodded their heads)

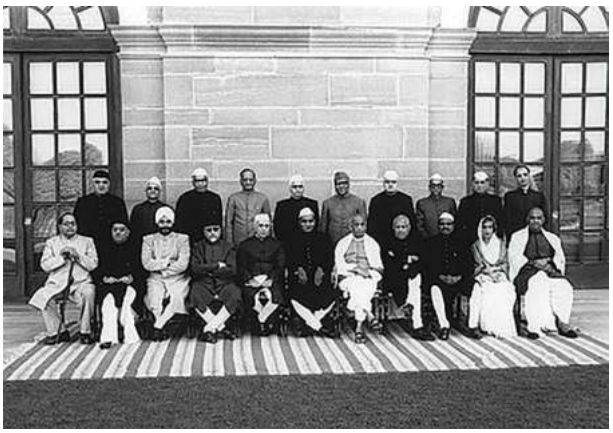
"The Constitution is an authentic document containing the basic ideas, principles and laws of a country. It also defines the rights and duties of citizens. The laws governing a country originate from the consitutition. Every country is ruled on the basis of its constitution"

"What are the things that make the constitution of India?" asked Deepika.

"The constitution of India is the ultimate law. We have to abide by it. It explains the fundamental concepts of structure, methods,

powers and the duties of Government bodies. It also lists the fundamental rights and duties of the citizens. Directive Principles are also mentioned in the constitution. So it is holistic in nature".

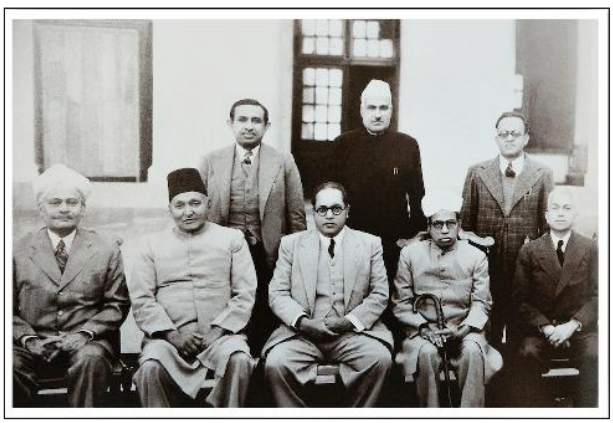
"When did they begin to frame the constitution?" asked Christopher.



"In 1946, nearly 389 members of the constituent Assembly who belonged to different places of the country came together to frame the Constitution of India. The Chairman of the committee was Mr. Rajendra Prasad".

"Who were the other significant members in the Constituent Assembly?"

"Jawaharlal Nehru, Sardar Vallabai Patel, Moulana Azad, S. Radhakrishnan, Viajalakshmi Pandit and Sarojini Naidu were the members in the Constituent Assembly".



"How many women members were there in the Constituent Assembly?

"15 women members were in the Constituent Assembly".

'The Father of the Constitution of India' is Dr.B.R. Ambedkar.

"The Drafting committee was formed with eight members and its Chairman was B.R. Ambedkar; B.N.Rao was appointed as an advisor. The committee met for the first time on 9th December 1946. On the same day, the drafting of constitution of India started".

"How did they form the Indian constitution?"

"The constitutions of nearly 60 countries including the UK, USA,former USSR, France , Switzerland etc., were thoroughly examined and their best features have been adopted by our constitution".

"Did they draft it in a short span of time?"

"No, nearly 2000 amendments were made before the draft was finalised"

"When did they complete this work?"

"It took a period of 2 years, 11 months, and 18 days. It was completed on 26th November 1949".

"The constitution was accepted by the Constituent Assembly. So, 26th November is celebrated as the Day of the Constitution. isn't it ?" said Karthikeyan.

"Yes" said Mr. Arumugam

"How much was spent to frame the constitution of India?" asked Nathar.

"They spent almost 64 lakhs".

"What are the objectives of the Constitution?".

"The Preamble of our constitution stresses on the justice, liberty, equality and fraternity".

"What is a Preamble?"

THE CONSTITUTION OF INDIA
WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN DEMOCRATIC REPUBLIC and to secure to all its citizens:
JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity of the Nation;
IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

"The preface of the constitution is the Preamble. According to it, India is a Sovereign, socialist, Secular democratic republic".

What does it mean by 'Sovereign'?

"The constitution has granted the people the right to rule. The members of the parliament and the legislative assembly are elected by the people. The right to decide is only in the hands of the representatives. Sovereignty refers to the ultimate power of the country."

What is the meaning of "Secular"?

"Law allows all the citizens of a country, the right to follow different faith and religious beliefs. All citizens enjoy the freedom of worship. The country does not have a religion of its own. All the religions in our country hold the same status".

"The Government of India rules through the Parliament, doesn't it?"

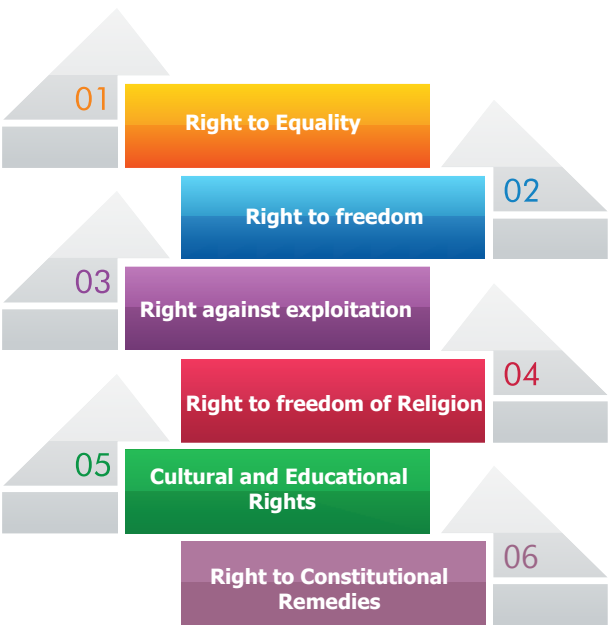
"Yes, the Constitution of India provides a Parliamentary form of Government, both at the centre and the state. In a Parliamentary System, the Executive is collectively responsible to the Legislature. The party which has the majority forms the government."

"What are fundamental rights?"

"Fundamental rights are the basic human rights of all citizens".

"What are they?"

Fundamental rights



"They are Right to Equality. Right to freedom, Right against exploitation, Right to freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies."

"You mentioned about Directive Principles. What do you mean by that?"

"There are certain guidelines to be followed while the governments frame law. Though these are not mandatory, they should be taken into account".

"What is Universal Adult Franchise?"

"Every Indian citizen has the right to vote when they attain 18 years of age, irrespective of any caste, religion, gender or economic status".

"Like fundamental rights, every citizen will have duties too, won't they?"

"Yes, There are duties respecting the National flag and National Anthem, respect and protect the Constitution, follow our great leaders who fought for our freedom, to protect our country, readiness to serve our country if necessary, treating everyone as brothers irrespective of their castes, religions, languages, races etc., to conserve our ancient heritage, and conserve natural elements like forests, rivers and lakes and fauna, to develop science, humanity and feelings of reformation to avoid non-violence and protect government property, parents or guardians providing educational opportunities to children between 6-14 years etc., have been added as our duties" Mr. Arumugam concluded his discussion.

The original copies of the Constitution of India (Hindi, English) are preserved in special Helium filled cases in the Library of the Parliament of India.

FACTS

- Dr. B.R. Ambedkar, N. Gopalasamy, K.M. Munshi, Syed Mohammad sadullah, N. Madhava Rao, T.T. Krishnamachari, Alladi Krishnaswamy were the legal experts of the Drafting Committee.
- The Chairman of the Drafting Committee Dr. B.R. Ambedkar was considered the Chief architect.
- When the Constitution was drafted, there were 395 articles in 22 parts and 8 schedules. At present our Indian Constitution contains 448 articles in 25 parts and 12 schedules.
- 105 amendments were made till 30.10.2021.

HOTS

Prepare a list of your immediate duties?

1.Democracy - a type of government in which representatives are elected by the people of that country.

2. Drafting Committee - a Committee set up to prepare the draft of the Constitution

3.Preamble - an introduction to a book or a written document.

4. Republic - a country with an elected head of state

5.Secular - a state which does not discriminate anyone on religious grounds

6.Socialist - equal distribution of a country's wealth and equal opportunities in all fields.

7.Sovereign - an independent country not subject to any external power or influence.

RECAP

- 26th January is observed as our Republic Day.
- The Constitution is an authentic document containing the basic ideas, principles and laws of our country
- The father of the Constitution of India is Dr. B. R Ambedkar.
- The Preamble of our Constitution stresses on justice, liberty, equality and fraternity.
- According to the Preamble, India is a sovereign, socialist, secular, democratic republic
- All citizens enjoy the freedom of worship
- The Executive is collectively responsible for the legislature
- Fundamental rights are the basic human rights of all citizens.
- Directive principles are certain guidelines which are not mandatory
- Universal Adult Franchise is every Indian citizen's right to vote when they attain 18 years of age.
- Every citizen has certain duties too.

EXERCISES

I. Choose the correct answer:

1. The Constitution Day is celebrated on

   a) January 26 b) August 15

   c) November 26 d) December 9

2. The Constituent Assembly accepted the Constitution of India in the year

   a) 1946 b) 1950

   c) 1947 d) 1949

3. There are _____ amendments made in the Constitution of India till 2016

   a) 101 b) 100 c) 78 d)46

4. Which of the following is not a fundamental right?

   a) Right to freedom

   b) Right to equality

   c) Right to vote

   d) Right to education

5. An Indian citizen has the right to vote at

   a) 14 years b) 18 years

   c) 16 years d) 21 years

II. Fill in the blanks:

1. _____ was selected as the chairman of the Constituent Assembly
2. The farther of the Constitution of India is _____
3. _____ protects our fundamental rights
4. The Constitution of India came into existence on _____

III. Match the following:

1.Independence day	-	a. November 26
2.Republic Day	-	b. April 1
3. Constitutional Day of India	-	c. August 15
4.Right to Education	-	d. January 26

	1	2	3	4
a.)	c	a	d	b
b.)	c	d	a	b
c.)	d	b	a	c

IV. Answer the questions given under the caption

Constituent Assembly

1. In which year was the Constituent Assembly formed?
2. How many members were in the Drafting Committee?
3. How many women were part of the Constituent Assembly?
4. When was the Constitution of India completed?

V. Answer the following questions:

1. Why was January 26 adopted as the Republic Day?
2. What is the Constitution of India?
3. List out the special features of the Constitution of India
4. What are the fundamental rights?
5. List out the fundamental duties that you would like to fulfil
6. What is Preamble?
7. What do you understand by Liberty, Equality and Fraternity?
8. Define: Sovereign

VI. Projects and Activities:

1. Let the students work individually or in a group to prepare rules for their class. From them discuss and a form a list of rules and regulations for their class.
2. List your duties at
   a) school b) home and c) society
3. Discuss on these topics:
   a) Equality b) Child labour
   c) Right to Education
4. Kailash Satyarti (India) and Malala Yusufsai (Pakistan) have been awarded the Nobel Prize for Peace (2014) Find out the reason why.

Life Skill:

Which of the fundamental rights do you like the most? Why?

Fundamental rights and duties are guaranteed by the constitution. Look at the picture and share your opinions.

ICT CORNER

The Constitution of India

Let us learn about
The Constitution of India

Step 1: Type the URL or scan the QR code to open The Constitution of India page . Th ough this page we are going to learn about the constitution of India.

Step 2: Click the GO button in that page. Here we get some questions. Click any question to learn the related concepts.

Step 3: To know more , click the next button in the lower right corner. Now we get more information.

Step 4: To go to the next concept , click button in the upper right corner .

Step-1

Welcome Mocomonster
Login | Register
HOME FUN LEARN RHYMES
What is the Constitution of India?
What is the Preamble to the Constitution of India?
Who is the constitutional head of the Constitution of India?
When was the Constitution of India adopted?

Step-2

Welcome Mocomonster
Login | Register
HOME FUN LEARN RHYMES
The Constitution of India is the supreme law of India. The initial draft was composed by B N Rau, the appointed Constitutional Adviser to Constituent Assembly and the final draft by B R Ambedkar, chairman of the Constitution's drafting committee along with the Constituent Assembly of India.

Step-3

Welcome Mocomonster
Login | Register
HOME FUN LEARN RHYMES
It defines outlines for the following
Fundamental political principles
Establishes the structure, procedure, powers and duties of government institutions.
It sets out the fundamental rights, directive principles and the duties of citizens.

Step-4

URL:

http://mocomi.com/constitution-of-india/

*Pictures are indicatives only.

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ECONOMICS

Unit 1

Economics -An Introduction

The laughter of children echoed throughout the children's park of that apartment. Some slided down joyfully down the slide and some went up and down in the see – saw, shouting cheerfully. Others were swinging so high and fast, in the swings as if they were about to reach the sky. Some children were waiting near the swings to play next.

Kavin did not join with any of these children. He sat alone in a corner, staring somewhere. His uncle Mohan noticed Kavin and came near him.

"Kavin, are you going to play with your friends?" asked his uncle as he sat next to Kavin.

"Uncle, everyone teases me, calling me a villager," said Kavin, with tears rolling down his eyes. "Even our Vimalan laughs along with them. I came here for the holidays with so much of excitement. Now, I regret my presence here. I want to go back to our village, uncle," sobbed Kavin.

"Is it so? Where is Vimalan?" asked his uncle and started to search for his son in the crowd.

'Vimalan'... called him in loud voice. On hearing his father's voice, Vimalan enquired, "Did you call me, dad?" and came near him.

"Did everyone tease Kavin?" asked Mohan.

Vimalan didn't utter a word. He stood quietly.

"Even though I live in this big city, I also hail from the same village. My roots are still there" said his father worriedly. Then he added, "Go and bring your friends. I have to tell something to you." Saying this, he sat near Kavin.

When Vimalan brought his friends, his father made them all sit down together. Mohan asked the children, "Let me come to the point directly. Do you know from where do we get all the food?"

"The rice and pulses we eat? We buy them from shops", said Anandhan

"Tell me, where do the shopkeepers get these things from?"

"I guess they would buy them from another shop".

"I think they would buy them from those who grow crops, uncle", said Inba.

"Correct! We call those people who raise crops as farmers. Farming is the main occupation in villages".

The children looked at each other in surprise.

"The farmers grow various crops like pulses, grains, vegetables etc., and send them to the shops in cities. We buy and consume them".

"Uncle, I have a doubt", said Kavin.

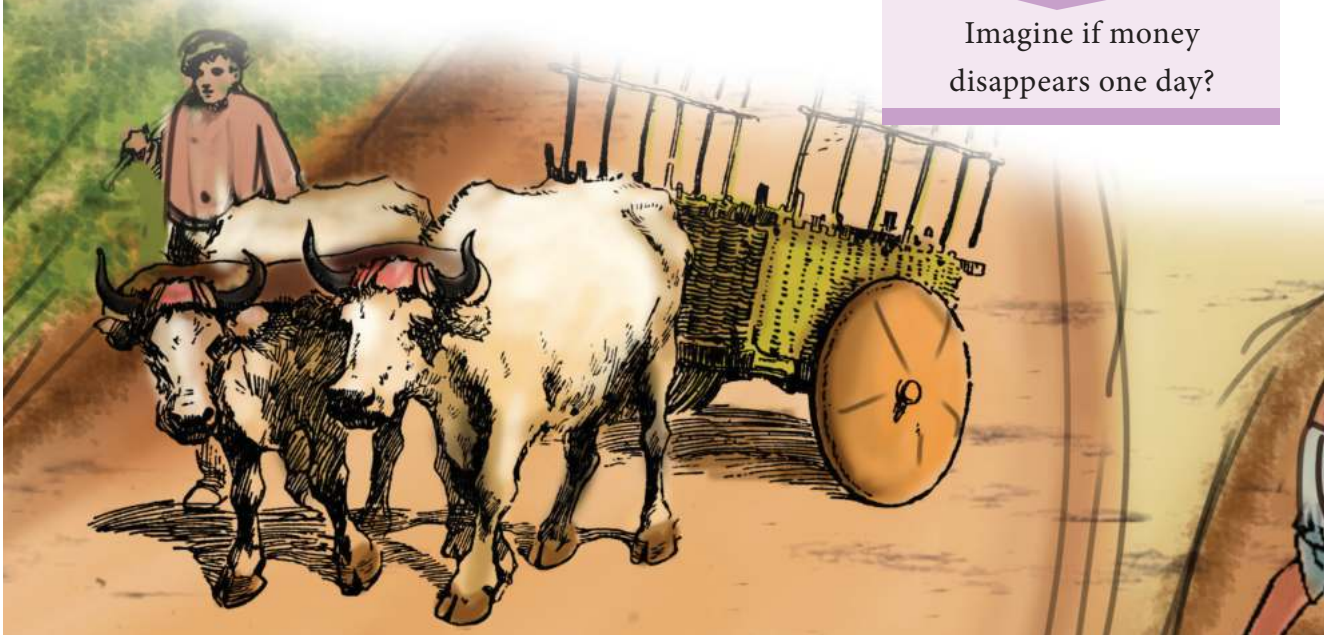
"Tel me, Kavin"

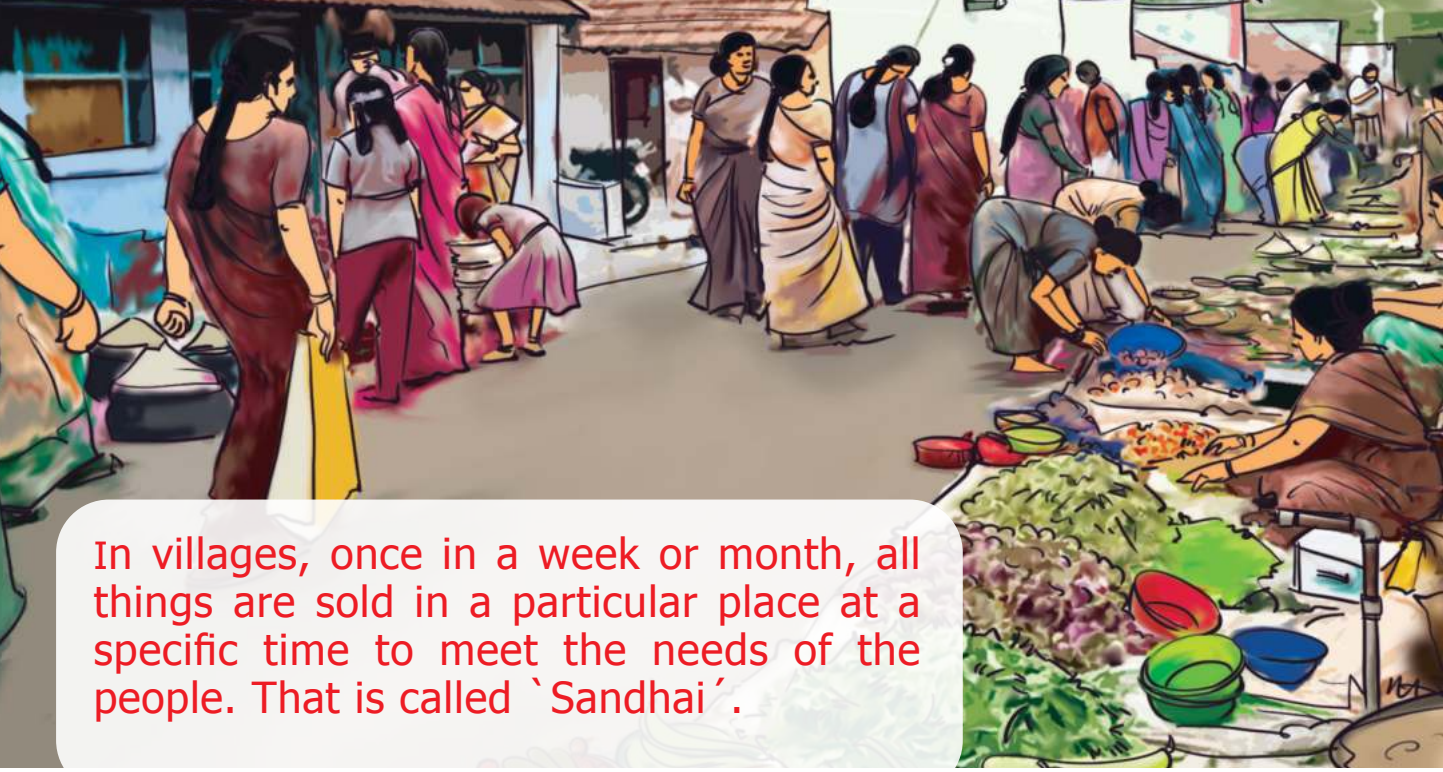
"In villages, I have seen people selling all kinds of things in a place. Why do they call it 'Sandhai', instead of shops?"

"Yes, Kavin,

HOTS:

Imagine if money disappears one day?





In villages, once in a week or month, all things are sold in a particular place at a specific time to meet the needs of the people. That is called `Sandhai´.

"Do you all know from where do they bring these things to Sandhai?"

"We don't know, uncle", said the children.

"I told you already that the things which are produced in villages are brought to sandhai".

"Fine, Kavin. Do you know what activities are carried out in a sandhai?"

"Buying and selling", said Kavin.

"Very good Kavin. Apart from going to the sandhai with your mother, you have also noticed what's happening around you."

Consumer Goods:
The finished goods which are bought from the market to fulfill the daily needs of the consumers is called consumer goods. Example: rice, clothes, bicycles, etc.

Hearing this, Kavin smiled.

All the children said in unison,"Without knowing the importance of villages, we teasted kavin. Forgive us, uncle, we won't hurt anyone herafter. We wish to know more about this".

Activity 1

- Plan for a model Sandhai.
- Ask the students to bring vegetables and fruits to the classroom. [One student – one vegetable/fruit].
- Ask them to display like Sandhai and stick the prices of the vegetables .
- Other class students can buy the vegetables.
- Through this activity, the students can get an experience of the value of goods, buying, selling and a knowledge of profit, loss, demand and supply.
- Probably the Sandhai should be profitable. The students learn to fix the selling price through which they can earn profit.

"Sure, I will tell you", said Mohan,

"Small traders and other people buy things from sandhai," explained Mohan.

"Do you know in olden days we had a system of exchanging goods for other goods, called barter system. For example, exchange a bag of rice for enough clothes".

"A person who has rice in surplus and a person who has cloth in surplus, will exchange on the basis of their needs. But, here the problem is that the person who has clothes should have the willingness to buy rice. Only then, the exchange through barter system will take place".

"When they exchange commodities, they may lead to certain problems, when comparing the differences in the value of commodity. To solve this problem, people invented a tool called money".

"Really. Is it so" exclaimed the children.

"You know that early man, who hunted and gathered food, later learnt to cultivate crops. When they found rivers which provided them water, settled down

Issues faced in Barter system

The amount from the income which is left for future needs after consumption is called savings.

அளவறிந்து வாழாதான் வாழ்க்கை யுளபோல
வில்லாகித் தோன்றாக் கெடும். –குறள் 479

விளக்கம்: தன் செல்வத்தின் அளவு அறிந்து அதற்கு ஏற்ப வாழாதவனுடைய வாழ்க்கை பல வளங்களும் இருப்பது போல தோன்றி உண்மையில் இல்லாதவனாய்ப் பின்பு அப்பொய்த் தோற்றமும் இல்லாமல் அழியும்.

Activity 2

Sing / Play the song **ஒன்றிலிருந்து இருபது வரைக்கும் கொண்டாட்டம்....** **கொண்டாட்டம்....** Interpret the lyric of the song / what is the logic behind the song.

SHQ57

Activity 3

Fill up the given table.

SI.No	Countries	Currency	Symbol
1.	Germany		
2.	Brazil		
3.	India		
4.	Argentina		
5.	China		

permanently near the rivers. These permanent settlements were called **villages**. Agriculture remains to be the root of our economy even today. Man has no limits for his demand and desire. Based on this, man started to learn new occupations. Those who are involved in farming and grazing are called farmers or cultivators".

"Is agriculture the primary occupation?"

"Yes, there are certain other primary activities like farming.

"Agriculture and industries are helpful in the economic development of our country. Our country's economy is based on three economic activities".

PRIMARY ACTIVITIES

They are concerned with the production of raw materials for food stuff and industrial use. Primary activities include

- Agriculture
- Cattle rearing
- Fishing
- Mining
- Collection of fruits, nuts, honey, rubber, resin, medicinal herbs and lumbering.

"Is agriculture confined only to villages? What other works do the villagers do?"

"What will a village look like uncle?" interrupted Inba.

"Agriculture is the primary occupation. There won't be any kind of facilities like our cities. At the same time, they get their basic needs fulfilled easily. There are small shops. Vegetables are grown in abundance, just like rice and pulses. Though the sugar that is added in our milk, coffee and tea is produced in sugar mills, the raw material sugarcane is cultivated in villages. From chilies to mustard, all those provisions used for food are grown in villages."

"Wow! My mother told me that these things are very expensive. Therefore, the villagers must be so wealthy!" said Adithya.

"No, not like that. They are just producers. Their products are bought and sold by some mediators. So, the farmers get very little money".

"What a pity! But the villages are the real shadows of cities", exclaimed Anandhan.

"Even Gandhiji has said that the **villages are the backbone of our country**".

"Yes, what a wonderful saying!" said Kavin excitedly.

At that time, the mobile phone rang. Mohan attended the phone. Vimalan's mother Ponni had called.

"What are you chatting about with the children for so long? The food is ready. Bring them home", saying so, she cut the call.

"Children, come, let's go home. Food is ready" Mohan got up and the children followed him with joy.

Inba asked, "Uncle, you said how villages are important. Aren't cities important?"

"No Inba. Both cities and villages are important on their own".

"If it is so, tell us about the importance of cities", asked Inba again.

"That is good. I will tell you. More than 50 percentage of the world's populations live in cities. In our state Tamil Nadu, 47 percentage of the people are in cities,.

"Wow!" they exclaimed.

"Not only that. Tamil Nadu is well developed in secondary and tertiary activities as well. These are city centered activities."

"We feel very proud to hear this uncle. Tell us about those activities".

Uncle Mohan said, "Well, apart from this, employment opportunities are more in cities than villages. People involved in small scale industries and unorganized sector are mostly found in cities."

"We don't understand."

"In villages, there are only a few saloons and laundry shops. But, in cities the number of such small scale workers are more. This results in additional income in cities."

SECONDARY ACTIVITIES

The raw materials obtained from the primary activities are converted into finished products through machinery on a large scale. These activities are called secondary activities.

Industries are classified on the basis of the availability of raw materials, capital and ownership.

On the basis of raw materials, industries are classified as

- Agro based industries – Cotton textiles, Sugar mills and Food processing.
- Forest based industries – Paper mills, Furniture making, Building Materials.
- Mineral based industries – Cement, Iron, Aluminium Industries.
- Marine based industries – Sea food processing

Activity 4

Put ✓ mark in appropriate box

S.No.	Occupation	Primary activity	Secondary activity	Tertiary activity
1.	Farmer			
2.	Teacher			
3.	Tailor			
4.	Engineer			
5.	Bank Manager			

"Really?"

"Yes, well paved roads, ports, airports and railway stations support trade. Many branches of banks help in the circulation of money and boost the country's economy. All these are termed as tertiary activities."

Vimalan exclaimed, "Even being in the city, I never knew about all these."

Inba said, "We really got to know more information, uncle"

"Good, will you compare cities and villages in the future?"

TERTIARY ACTIVITIES

"I already told you that industries produce goods and distribute them to the people. For this purpose, some services are required. These services are called **tertiary activities or service sectors**. The service sector serves the people to fulfill their daily needs like:

- Transport – roadways, railways, waterways, airways
- Communication – Post, Telephone, Information Technology etc
- Trade – Procurement of goods, selling
- Banking – Money transactions, banking services

"Never, we won't say such a thing. If anyone talks like that, we will explain whatever we have learnt from you" replied the children.

" Come lets go and have our lunch". Said Mohan.

Children said that they will come after playing for some more time.

Holding Kavin's hand, they all ran towards the park.

Mohan, an economics teacher, felt proud of their unity and satisfied of clarifying something good to the children.

LEANING OUTCOMES

- Children understand the meaning of Sandhai.
- Get clear idea about the barter system.
- Gain knowledge of the various kinds of occupation.

GLOSSARY

Consumer	–	the one who uses the products
Commodity	–	products
Occupation	–	work / Job
Settlement	–	living place of human being

EXERCISES

I. Fill in the blanks:

1. The producers of food grains are _____
2. Collection of honey is a _____ occupation
3. The conversion of raw materials into finished goods is called _____
4. According to Gandhiji the villages are _____ of the nation.
5. The percentage of population in the cities of Tamil Nadu is _____

II Match the following:

1.	Cattle rearing	–	Secondary occupation
2.	Food processing	–	Services
3.	Iron & Steel Industry	–	Primary occupation
4.	Telephone	–	Agro based industry
5.	Cotton Industry	–	Tertiary occupation

III Match and find the odd pair:

1. Small scale Industry – Transaction of Money
2. Forest based Industries – Information Technology
3. Services – Paper Industries
4. Banking – Cattle rearing

IV Choose the correct answer:

1. Agriculture is a (Primary / Secondary) occupation
2. Economic activities are divided on the basis of (ownership / use)
3. Sugar Industries are (Primary / Secondary) activity
4. Agro based industry (Cotton / Furniture)
5. Dairy farming is a (Public sector / co-operative sector)

V Answer the following questions:

1. Sandhai – Define
2. What is called barter system?
3. What is trade?
4. What is Savings?
5. What was the necessity for the invention of money?
6. What was the reason for the development of settlements near water bodies?
7. What are called secondary occupation?
8. Name the city centred industries.

VI Answer the following in detail:

1. List out the important primary occupations of your district
2. Mention the manufacturing industries found in your district
3. How are the industries classified on the basis of raw materials?
4. Write down the occupations in the service sector
5. What do you know about the features of cities?

VII Fill in the tabular column given below:

S.No.	Occupations in Villages	Occupations in cities	Occupations in Villages and cities
1.			
2.			
3.			
4.			
5.			

Activity

- Write the lyrics of Bharathiyar's "சிந்துநதியின் மிசை நிலவினிலே". Analyze the lyrics and write down the commodities which were exchanged in yester years with the help of the teacher.

VIII Stick pictures.

Primary Activities	Secondary Activities	Tertiary Activities

A-Z GLOSSARY

Eternal	நிலையான
Kinship	இரத்த உறவு
Contemporary	சமகாலத்திய
Metallurgy	உலோகவியல்
Preceptor	ஆசான்
Doctrine	கோட்பாடு
Virtuous	நல்லொழுக்கம்
Corpse	சடலம்
Monastery	மடாலயம்
Treatise	ஆய்வுக்கட்டுரை
Manufacture	உற்பத்தி
Deplete	பயன்பாட்டில் குறைதல்
Sustainable	நிலைநிறுத்துதல்
Tertiary	மூன்றாம் நிலை
Resource	வளம்
Biotic	உயிருள்ள
Abiotic	உயிரற்ற
Independence	சுதந்திரம்
Republic	குடியரசு
Heritage	பாரம்பரியம்
Aquatic	நீர்வாழ்வன
Astrophysicist	வான்இயற்பியலாளர்
Democracy	மக்களாட்சி
Drafting Committee	வரைவுக்குழு
Preamble	முகப்புரை
Secular	மதச்சார்பின்மை
Socialist	சமத்துவம்
Sovereign	இறையாண்மை
Consumer	நுகர்வோர்
Commodity	விற்பனைப் பொருட்கள்
Occupation	தொழில்கள்
Settlement	குடியிருப்பு

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